

OLEAN HIGH SCHOOL

Course Name: Design
Text: Art Talk & the Visual Experience
Other Resources _____

Grades 9-12

Month	Topic Content	Skills	Concepts	Major Assessments	Learning Standards	Resource/Text Page
Sept.- Oct.	Visual Vocabulary, Elements of Art, Aesthetic Qualities Logos, Logotypes, Business Cards, Brochures, & Product Design	Draw from direct observation & simplify images to create a formal design, employ a variety of drawing techniques that incorporate different Elements of Art, Visual Vocabulary	Develop a greater awareness of the Elements of Art through the creation of personal logos, develop an understanding of marketing through corporate identities, commercials, pop culture	Sketchbook Assignments, Students' Artwork, Visual Vocabulary, Critiques; both written and verbal	1. creating 2. knowing and using art materials 3. responding to art work	Art in Focus, Visual Experience, Discovering Art History, Internet, Teacher and Student Exemplars
Oct.- Nov.	Expansion of Visual Vocabulary, Elements of Art, & Aesthetic Qualities, Principles of Art, Personal Alphabets, Name Tags	Implementation of elements, & Aesthetic Qualities utilizing the Principles of art through various art media & creating a visual language that is significant to the individual, while remaining universal	Same as above, plus the students developing awareness of self & their environment	Sketchbook Assignments, Students' Artwork, Visual Vocabulary, Critiques; both written and verbal	1. creating 2. knowing and using art materials 3. responding to art work 4. understanding cultural dimensions	(these references and many others are used to aid the students in the creation of their work)
Nov.- Dec.	AD Craft Self Portraits, Landscapes based on Emotionalism	Create an advertisement within a confined space and have it photo ready for publication, develop a series of realistic "self-portraits", organization & combination of drawing to create a visual frame work that will incorporate a landscape, develop a self reflected landscape using Emotionalism	Visual communication on a commercial level, life skills/responsibilities of a commercial artist, knowledge of color theory & appropriate color choices to convey the desired mood or effect.	Sketchbook Assignments, Students' Artwork, Visual Vocabulary, Critiques; both written and verbal	Same as above	
Jan.	Creative Writing, Clay Processing, Ceramic Vocabulary, Clay Bas Relief with 5 levels, based on a story that the students' develop	Writing, sequential analysis for plotting a scene of a story, developing 2-D sketches to be translated into a 3-D form, slab technique, carving & assembling clay, use of appropriate vocabulary when	Creative Writing, Translate 2-D sketches into 3-D clay sculpture, develop an understanding of the properties of clay and it's use for non-utilitarian (sculptural) artwork, structural components & interlocking pieces	Writing, Sketchbook Assignments, Students' Artwork, Structural Craftsmanship, Critiques; both written and verbal, and Kiln firing to test for craftsmanship	Same as above	Pottery: a Beginner's Handbook, Clay Hand Building Techniques, Ceramics Monthly, Clay Times, Teacher and Student Exemplars

		discussing or critiquing artworks	(craftsmanship)			
Feb.- Apr.	Clay Bas Relief, Expansion of Ceramic Vocabulary, Clay Mask Additive & Subtractive Sculpture Past, Present, Future or Self & 2 people of influence	Write essays that both reflect & project, as well as analyze present, or essays that describe positive attributes/influences of 2 people that have had an impact, developing 2-D sketches to be translated into a 3-D form, slab technique, carving & assembling clay, use of appropriate vocabulary when discussing or critiquing artworks	Writing that both reflects & projects, as well as analyzes the present moment, or describes the attributes of 2 people that have had a positive impact, Translate 2-D sketches into 3-D clay sculpture, develop an understanding of the properties of clay and it's use for non-utilitarian (sculptural) artwork, structural components & interlocking pieces (craftsmanship)	Essays, Sketchbook Assignments, Students' Artwork, Structural Craftsmanship, Critiques; both written and verbal, and Kiln firing to test for craftsmanship	Same as above	Same as above
Apr.- May	Completion of above Pop Up Book	Writing, sequential analysis for plotting a scene of a story, developing a story line, creating sketches, demonstrating technical skill & precision in the creation of pop ups	Creative Writing, Translating sketches into layers to create the levels that pop up from the background, utilizing measurements to guarantee the precision of the pop up so that it works properly	Writing, Sketchbook Assignments, Students' Artwork, Structural/technical Elements, Visual Vocabulary, Critiques; both written and verbal	Same as Oct.-Nov.	
June	Written and Visual Resume, Visual College Application	Implementation of elements, & Aesthetic Qualities utilizing the Principles of art through various art media & creating a visual language that is significant to the individual, while remaining universal,	Developing an awareness of self as it relates to life, school, activities, work, community service, future direction and combine it with all knowledge of art concepts to create a comprehensive awareness of Aesthetic Qualities, Elements & Principles of Art, developing a visual language that incorporates individuals' life experiences, Creating a composition that demonstrates individual strengths	Writing, Sketchbook Assignments, Students' Artwork, Visual Vocabulary, Critiques; both written and verbal	Same as Nov.-Dec.	