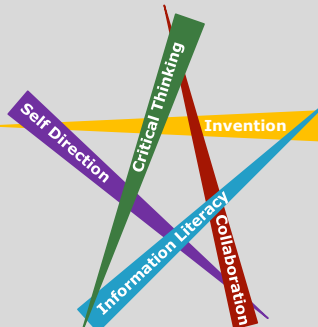


**Curriculum Development Course at a Glance
Planning for High School Visual Arts**

Content Area	Visual Arts	Grade Level	High School
Course Name/Course Code	Painting		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Observe and Learn to Comprehend	1. Visual art has inherent characteristics and expressive features	VA09-GR.HS-S.1-GLE.1	
	2. Historical and cultural context are found in visual art	VA09-GR.HS-S.1-GLE.2	
	3. Art and design have purpose and function	VA09-GR.HS-S.1-GLE.3	
2. Envision and Critique to Reflect	1. Reflective strategies are used to understand the creative process	VA09-GR.HS-S.2-GLE.1	
	2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes	VA09-GR.HS-S.2-GLE.2	
	3. Interpretation is a means for understanding and evaluating works of art	VA09-GR.HS-S.2-GLE.3	
3. Invent and Discover to Create	1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas	VA09-GR.HS-S.3-GLE.1	
	2. Assess and produce art with various materials and methods	VA09-GR.HS-S.3-GLE.2	
	3. Make judgments from visual messages	VA09-GR.HS-S.3-GLE.3	
4. Relate and Connect to Transfer	1. The work of art scholars impacts how art is viewed today	VA09-GR.HS-S.4-GLE.1	
	2. Communication through advanced visual methods is a necessary skill in everyday life	VA09-GR.HS-S.4-GLE.2	
	3. Art is a lifelong endeavor	VA09-GR.HS-S.4-GLE.3	

Colorado 21st Century Skills



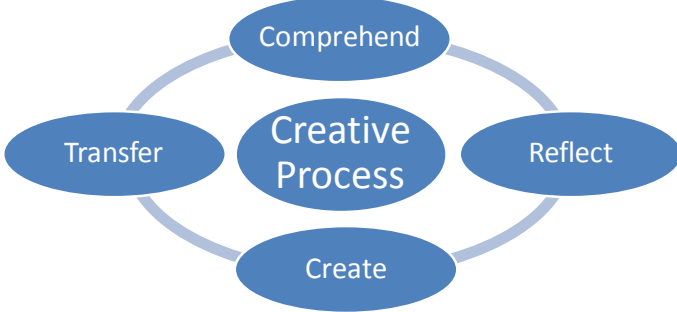
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
The Cultural Impact of Color	Instructor Choice	Instructor Choice
Abstraction as Interpretation	Instructor Choice	Instructor Choice

**Curriculum Development Overview
Unit Planning for High School Visual Arts**

Unit Title	The Cultural Impact of Color		Length of Unit	Instructor Choice
Focusing Lens(es)	Intention	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.HS-S.1-GLE.1, VA09-GR.HS-S.1-GLE.2, VA09-GR.HS-S.1-GLE.3 VA09-GR.HS-S.2-GLE.1, VA09-GR.HS-S.2-GLE.2, VA09-GR.HS-S.2-GLE.3 VA09-GR.HS-S.3-GLE.1, VA09-GR.HS-S.3-GLE.2, VA09-GR.HS-S.3-GLE.3 VA09-GR.HS-S.4-GLE.1, VA09-GR.HS-S.4-GLE.2, VA09-GR.HS-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How do cultures use color to convey meaning in traditional/contemporary rituals, celebrations, and daily lives? (VA09-Gr.HS- S.1-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1-EO.a,b) • How would the artist consider color choice in their artwork if the intent is to effect the viewer’s emotions? • What processes guide an artist’s decisions when considering the use of color to depict tension or conflict? • How can understanding the artist’s inspiration tell us more about the culture and how it’s expressed through color? 			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Characteristics and Expressive Features, Culture, Expression / Emotion, Tradition, Style, Investigate, Relationships / Interaction, Inspiration, Tension / Conflict, Intent, Color, Choices			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Color in artwork expresses emotion to convey an artist’s personal style. (VA09-Gr.HS- S.1-GLE.1,2,3) and VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)	What does an artist need to know about cool and warm colors in relation to expressing emotion?	Should color influence the creation of contemporary designs of products and fashion? Explain. Does product design unconsciously determine viewer (consumer) choice? Defend your response.
Cultural traditions inform how artists investigate color. (VA09-Gr.HS- S.1-GLE.1,2,3) and VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)	What techniques can an artist use with color to emphasize patterns significant to a culture?	How can Interpreting color in visual arts provide the ability to understand the artist intent, style, and cultural traditions?
Investigating the characteristics and expressive features of art inform the choices an artist can make to communicate intent (VA09-Gr.HS- S.1-GLE.1,2,3) and VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.2,3) and (VA09-Gr.HS-S.4-GLE.1,2,3)	How would the choice of color create movement, rhythm, and contrast in artwork?	How important is it to identify specific characteristics and expressive features of art when analyzing color within the context of culture? Can an artist/designer effectively use color in a way counter to cultural expectations?

**Curriculum Development Overview
Unit Planning for High School Visual Arts**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The foundation of color theory such as; primary, secondary, tertiary, hue, tint, shade, complimentary, contrast, etc. (VA09-Gr.HS-S.1-GLE.1,2) and (VA09-Gr.HS-S.2-GLE.2) • How color is used expressively to convey meaning and intent (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1-EO.b) • How color has been used by various artists and cultures, historically and culturally (Michelangelo Merisi da Caravaggio: known for chiaroscuro; Vincent Willem van Gogh: known for rough, emotional beauty and impasto; Aarti Wa Njoroge: contemporary African artist; José Clemente Orozco: Mexican social realist painter, and known for murals; Frida Kahlo de Rivera: Mexican painter, known for her self-portraits; Diego Rivera: known for works in fresco; Nguyễn Thị Châu Giang: contemporary female Vietnamese artist, known for visual narratives in traditional silk paintings; Faith Ringgold: African American artist, known for painting, quilts, storytelling, books (VA09-Gr.HS-S.1-GLE.1,2,.3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and 9 VA09-Gr.HS-S.4-GLE.1-EO.b) • Characteristics and expressive features of color (i.e., movement, rhythm, contrast, etc. (VA09-Gr.HS-S.1-GLE.1,2) and 9 VA09-Gr.HS-S.2-GLE.2-EO.b) • Techniques to complete a painting that demonstrates knowledge of color choice that reflect cultural inspiration (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1-EO.b) 	<ul style="list-style-type: none"> • Understand and apply the mixing of color (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1-EO.b) • Demonstrate a variety of techniques when applying (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1-EO.b) • Describe how color choices convey the artist’s intentions (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1-EO.b) • Convey a personal understanding of color and style in their artwork (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS-S.4-GLE.1-EO.b)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Through the understanding and use of color, artists can create artwork that conveys culture and style.</i></p>
<p>Academic Vocabulary:</p>	<p>Primary, secondary, tertiary, hue, tint, shade, complimentary, warm, cool, contrast, rhythm, movement, technique, Culture, Expression / Emotion, Tradition, Style, Investigate, Relationships / Interaction, Inspiration, Intention, Tension / conflict</p>
<p>Technical Vocabulary:</p>	<p>Characteristics and expressive features of art, chiaroscuro, fresco</p>

Curriculum Development Overview
Unit Planning for High School Visual Arts

Unit Title	Abstraction as Interpretation		Length of Unit	Instructor Choice
Focusing Lens(es)	Choices	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.HS-S.1-GLE.1, VA09-GR.HS-S.1-GLE.2, VA09-GR.HS-S.1-GLE.3 VA09-GR.HS-S.2-GLE.1, VA09-GR.HS-S.2-GLE.2, VA09-GR.HS-S.2-GLE.3 VA09-GR.HS-S.3-GLE.1, VA09-GR.HS-S.3-GLE.2, VA09-GR.HS-S.3-GLE.3 VA09-GR.HS-S.4-GLE.1, VA09-GR.HS-S.4-GLE.2, VA09-GR.HS-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What does transformation have to do with Abstract Art? (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.3) and (VA09-Gr.HS-S.4-GLE.1-EO.a,b) • How does abstraction affect how a viewer might react to a work of work? • Would something (idea, place, or portrait) be better interpreted abstractly rather than realistically? Why? • Why has Abstract Art developed through time and culture? 			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Proportion, Laws and Rules, Composition, Order and Space, Value, Style, Organic, Transformation, Intention			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The laws and rules of visual art can influence or change compositional choices. (VA09-Gr.HS-S.1-GLE.1,2,3) and 9 VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS- S.3-GLE.2,3) and (VA09-Gr.HS- S.4-GLE.1,2,3)	What is the Rule of Thirds? How could the Rules of Thirds be changed to create an abstracted form or shape?	How would the composition of a painting change the tension or dynamics of the artwork? Should artwork evoke negative responses in a viewer? Explain.
The order of lines, forms and shapes determines compositional design, creating meaning. (VA09-Gr.HS-S.1-GLE.1,2,3) and 9 VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS- S.3-GLE.2,3) and (VA09-Gr.HS- S.4-GLE.1,2,3)	What is the difference between shapes and forms? What is the difference between realism and abstraction?	How do artists use realism as a basis to create abstracted form or shape? Why should an artist consider the size of shapes and forms within a composition to convey intended purpose?
Organic composition is one of many styles artists employ to express intent. (VA09-Gr.HS-S.1-GLE.1,2,3) and 9 VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS- S.3-GLE.2,3) and (VA09-Gr.HS- S.4-GLE.1,2,3)	How is abstract art different than non-objective art? How do abstract painters define space and form in their work.	Should an artist’s style evolve and transform--through using the characteristic and expressive features of art—over time? Explain. Is abstraction, to present an interpretation of place, space, identity or idea in art, an effect way to present these ideas to the viewer? Explain.

**Curriculum Development Overview
Unit Planning for High School Visual Arts**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • How artists use abstraction to present an interpretation of place, space, identity or idea (VA09-Gr.HS-S.1-GLE.1,2) and (VA09-Gr.HS-S.2-GLE.2-EO.b) • The continuum along which abstraction exists; this departure from accurate representation can be only slight, or it can be partial, or it can be complete (VA09-Gr.HS-S.1-GLE.1,2)and (VA09-Gr.HS-S.2-GLE.2-EO.b) • How abstraction has been used by various artists and cultures, historically and culturally (M. C. Escher: Dutch graphic artist, known for tessellations and positive/negative space; Georges Braque: known for cubism; Amedeo Clemente Modigliani: known for mask like faces and elongated form; Madeline Denaro: contemporary female Abstract Artist; Philip Guston: known for abstract “cartoon” renderings; Reginald Laurent: contemporary African American abstract artist, known for bright color and detailed images) (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.1-EO.b) • Compositional laws and rules • Ways of abstracting shapes and forms (VA09-Gr.HS-S.1-GLE.1,2) and (VA09-Gr.HS-S.2-GLE.2-EO.b) • Shapes, forms and other compositional elements that create abstraction need to be arranged within their working space • Ways of abstracting shapes and forms (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and VA09-Gr.HS-S.4-GLE.1-EO.b) • The difference between representational, abstract and non-objective • How to apply the Rule of Thirds (VA09-Gr.HS-S.1-GLE.1,2) and (VA09-Gr.HS- S.2-GLE.2-EO.b) 	<ul style="list-style-type: none"> • Create value scale with color using tints and shades (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.1-EO.b) • Arrange shapes and forms within their working space to create abstraction (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.1-EO.b) • Produce abstract paintings that are interpretations of place, space, identity or idea along a continuum; this departure from accurate representation can be only slight, or it can be partial, or it can be complete (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.1-EO.b) • Demonstrate knowledge and understanding of compositional rules and laws (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,3) and VA09-Gr.HS-S.4-GLE.1-EO.b) • Combine complimentary color mixing to create neutrals (VA09-Gr.HS-S.1-GLE.1,.2) and (VA09-Gr.HS-S.2-GLE.2-EO.b) • Use tints and shades to enhance values in paintings (VA09-Gr.HS-S.1-GLE.1,2) and (VA09-Gr.HS- S.2-GLE.2-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<ul style="list-style-type: none"> • <i>Through the process of abstraction artists use shapes and forms to create artwork.</i>
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Academic Vocabulary:	Realism, Abstract, value, complimentary, shapes, forms, scale, tints, shades, transformation, composition, proportion
Technical Vocabulary:	Characteristic and Expressive features in art, Rule of Thirds, cubism