

Art IV		
TERM 1: 1st 4.5 weeks		
Ref. Code	COMPETENCY/OBJECTIVES	Comments
COMPOSITION (DRAWING)		
1	Demonstrate accomplished skills in the selection and use of various media, techniques, and processes to create and study works of art.	Obj. 1 & 1d: Drawing assignment Obj. 2 & 3a: intro to photo
1d	Knowledge of requirements for producing a portfolio of work including an area of focus for presentation in the pursuit of further study.	listen for correct usage of art terms during discussion; research role of drawing in portfolio submissions research portfolio requirements for College, Scholastic Competition, and Gum Tree Submission Create a body of work in multiple media on a high technical level
2	Formulate ideas, plan, and integrate elements of art and principles of design with subjects, themes, symbols, or ideas to improve communication of intended meaning.	students all need a form of taking photos design problem using topography as major design element.
3a	Understand how artists achieve a good relationship between medium, and subject matter to successfully communicate expressive intent and influence people visually.	students need at least 10 workable photos, worth editing
	<ul style="list-style-type: none"> • students are confident in media selection for best achieving desired effect in a drawing • students understand the urgency of producing quality drawings to include in a portfolio • students are capable of incorporating meaning in their artwork, and not just completing an assignment 	use photograph reference for gridded enlargement pop art portraits, landscapes and creative acrylic paint effects
EMOTIONAL MEANING IN ART (PHOTO & INK)		
10	Understand the complexities of contextual factors and their dynamic interrelationships with perceived or communicated meanings in works of art. (A)	context and content create a work of art that reflects the people , places and history of Mississippi
10a	Understand how context impacts the communication of meaning in works of art and how work viewed out of context influences meaning.	generate a drawing reflecting 70's icons
10b	Understand how the context and life experiences of the viewer impact perceived meaning from artworks.	design problem on best memory of your life
3b	Understand which media, techniques, and processes best serve the artist's intent (through experimentation and research) in a work of art.	"research": poll students in other classes about the meaning or mood of their artwork. select one emotion or facial expression and paint self-portrait or portrait

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	<ul style="list-style-type: none"> express meaning and emotion to the viewer 	explore color as means of expressing emotion.
"TUPELO READS" ANNUAL PROJECT		
11	Recognize how the meaningful integration of visual arts concepts and skills with knowledge in other subject areas builds a strong foundation for the pursuit of professional careers. (C)	create a body of work around a central theme or subject in 6 different media
11a	Understand the depth of content knowledge necessary for multi-sensory communication skills (images, words, sound, motion) to be a successful artist in the 21 st Century.	produce a digital portfolio and slide show of work, philosophy and influences
11b	Understand the broad range of options available in pursuing a career related to the visual arts.	research careers and after high school options for further study create pamphlet and poster
12	Understand how common concepts, technologies, media, and processes of the visual arts and those in other subject areas are prerequisite tools for pursuing professional arts-related careers. (C)	compare and contrast 21 st century artists and their roles in society with 15 th century artists
12a	Understand the integrated nature of the visual arts in relation to other arts disciplines, common concepts, historical and cultural features, and creative processes.	use artistic and creative talents for Senior project and large scale murals
12b	Understand how the technologies, media, and processes of the visual arts can complement and enhance the meaning or effectiveness of those other subject areas.	design a create digital art using graphic design, scanned images and lphoto
12c	Synthesize knowledge of the visual arts and other disciplines to explore arts related careers.	Research college majors and requirements for scholarship and degrees
	<ul style="list-style-type: none"> TSW reflect on ideas from the "Tupelo Reads" book of the year, <i>My Dog Skip</i> and create a work of art from a common theme in the book. The artwork will be exhibited and judged at the Gum Tree Museum of Art. 	submit works based on your interpretation of the themes from My Dog Skip
PORTFOLIO BUILDING: ACRYLIC PAINTING		
1a	Understand how to select the most appropriate media, techniques, and processes to exhibit advanced skills, confidence, and sensitivity in communicating ideas through original works.	MCA and SCAD present info from their institutions and discuss portfolio requirements.
1b	Understand the importance of habitually complying with appropriate rules and regulations related to work habits, health, and safety while creating works of art.	MCA will review student portfolios & offer one on one feedback to students
2c	Communicate a variety of ideas through the effective use of one media.	
	<ul style="list-style-type: none"> focus on the creation of a portfolio for use in the pursuit of higher education 	

Art IV		
TERM 2: 2nd 4.5 weeks		
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PORTFOLIO BUILDING: DIRECT OBSERVATION DRAWING		
1	Demonstrate accomplished skills in the selection and use of various media, techniques, and processes to create and study works of art.	focus on drawing from direct observation of still-life, use graphite, charcoal and conte
1e	Knowledge of skills and requirements in exhibiting a body of work including artist statements and interpretations.	interpretation: drawing technique; manipulation of media complete critique forms posted on Haiku
2a	Understand how to integrate visual, spatial, and temporal concepts with subjects, themes, symbols, and ideas to improve communication of intended meaning in compositions.	interpretation: compositional decisions compare and contrast nonwestern and western iconography and symbols
	<ul style="list-style-type: none"> • in a portfolio, at least 5 works should be from direct observation, and focus on drawing • students will look at portfolio examples online 	critique and select work for portfolio using elements and principles of art.
PORTFOLIO BUILDING: PHOTOGRAPHY		
3	Understand specific media, techniques, and processes to create particular effects that evoke intended responses. (CP)	costume and character explore comic characters and their iconography in American Culture
3c	Understand fully the various ways that the visual arts provide unique modes for expressing ideas, actions, and emotions.	mood and emotion create visual effects showing movements good/verses evil joy, hate, fear etc.
3d	Research, plan, and solve advanced visual arts problems independently using a variety of media, techniques, and processes to produce intended effects.	Develop 6 pieces that forms a unified whole using conceptual sketches, collage, graphite and monoprint.
	<ul style="list-style-type: none"> • create a character to photograph to achieve intended viewer response 	medium of your choice
FORMAL CRITIQUE		
4	Synthesize perceptual abilities with fully developed visual arts vocabulary to form judgments while creating and studying complex works of art. (CA)	peer constructive criticism
5	Understand a range of ways to critique works of art and design through reading, writing, and speaking. (CA)	
	<ul style="list-style-type: none"> • 1st formal critique. focus on verbal communication, giving constructive criticism to peers. • Write critique on your own work, completed so far this year. 	Written Critiques, self critique, art journal, sketchbooks, class presentation
PORTFOLIO BUILDING: DIRECT OBSERVATION PAINTING		
2	Formulate ideas, plan, and integrate elements of art and principles of design with subjects, themes, symbols, or ideas to improve communication of intended meaning.	oil, acrylic, or watercolor thematic and visually interesting, larger scale

* in first column= may be assessed at mid-nine weeks.

Art IV TERM 2: 2nd 4.5 weeks		
* Ref. Code	COMPETENCY/OBJECTIVES	Comments
2b	Understand how the synthesis of design with selected media and techniques within the creative process enhances the communication of artistic intent.	complete works on paper and canvas or masonite
	<ul style="list-style-type: none"> • work from still-life; focus on composition & light 	use highlights, shadow, and shading for depth
CULTURAL CONNECTIONS: NON-WESTERN ART		
6	Understand the impact of context on roles, functions, and purposes for the visual arts across cultures, times, and places. (HC)	What is your heritage? Is there an area of the world that intrigues you? Why? create a cultural facebook page
6b	Understand the differences between western and non-western philosophies of art and the way this affects how the artist is perceived.	personal, cultural connections
	<ul style="list-style-type: none"> • TSW research a culture that they can make a personal connection with. Then, TSW create a work of art merging Western with Non-Western ideas. 	

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TERM 3: 3rd 4.5 weeks		
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FORMAL CRITIQUE		
5	Understand a range of ways to critique works of art and design through reading, writing, and speaking. (CA)	Artistic growth; personal growth create an ART Journal documenting your personal development of an artistic voice
5a	Internalize theories of art criticism and apply them when assessing own work or work of others.	review elements and principles of art during the creation of any work of art to achieve viisual interest
5b	Apply the vocabulary of art criticism at an advanced level when reading, writing, and speaking about works of art.	participate in formal, written and self-critiques
	<ul style="list-style-type: none"> Asses personal growth and where you should continue to grow, through formal critique 	lay portfolio choices in chronological order from past two years and critique quality based on current expertise and mastery
PORTFOLIO BUILDING: SELF-PORTRAIT DIRECT OBSERVATION		
1d	Knowledge of requirements for producing a portfolio of work including an area of focus for presentation in the pursuit of further study.	technique/personal style assess portfolio for strength/ weakness and technique variety
3b	Understand which media, techniques, and processes best serve the artist's intent (through experimentation and research) in a work of art.	expand technique in least favorite medium and then critique favorite medium for portfolio inclusion
	<ul style="list-style-type: none"> complete still-life drawing for portfolio submission 	
AESTHETICS: CHALLENGE CONCEPTS OF BEAUTY		
9	Understand different theories and philosophies of aesthetics. (A)	What is art? How do you know if something is bad art, or what makes it good?
9b	Understand how concepts of beauty vary widely across cultures and throughout time.	Modern art can shock a viewer, just for the sake of shock along...does that make it a valid art form?
9c	Understand how art is valued differently according to aesthetic preferences.	Read Art News for cutting edge working artists. compare and contrast with your own.
	<ul style="list-style-type: none"> TSW challenge their pre-conceived ideas of beauty by taking an "ugly" subject matter and make it beautiful, challenging their personal aesthetic philosophies. 	draw or paint now-beautiful. ex. garbage on the beach. back ally. prison, the darker side of life
THREE-DIMENSIONAL: NON-TRADITIONAL MATERIALS		
1a	Understand how to select the most appropriate media, techniques, and processes to exhibit advanced skills, confidence, and sensitivity in communicating ideas through original works.	TTW show examples of non-traditional sculpture and compare/contrast to traditional (Renaissance) sculpture

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1b	Understand the importance of habitually complying with appropriate rules and regulations related to work habits, health, and safety while creating works of art.	Research toxicity of materials you are using
	<ul style="list-style-type: none"> • plan, design, and create a 3-D work of art, using non-traditional materials. 	cardboard reliefs, glass fusion, dumpster art
CERAMICS		
7a	Understand universal themes, symbols, and subject matter in works of art and design and how those characteristics may remain the same or evolve throughout time.	Ceramic process & key vocabulary
8c	Analyze common characteristics of art work over time and compare to their own works of art as it relates.	safety & conservation of materials
	<ul style="list-style-type: none"> • TSW discuss similarities/differences in ceramics cross-culturally and historically. • TSW create 3-D ceramic work of art, inspired by a culture or time period 	Glass Fusion is alternate medium in lieu of Ceramics which will be offered as stand alone

Art IV		
TERM 4: 4th 4.5 weeks		
Ref. Code	COMPETENCY/OBJECTIVES	Comments
PORTFOLIO BUILDING: INDIVIDUAL BASIS		
1d	Knowledge of requirements for producing a portfolio of work including an area of focus for presentation in the pursuit of further study.	Review portfolio tips posted on haiku
1e	Knowledge of skills and requirements in exhibiting a body of work including artist statements and interpretations.	present Concentration body of work in gallery display format
	<ul style="list-style-type: none"> working one-on-one with students, TTW asses needs for strengthening portfolio, and TSW complete artwork as needed 	Seniors submit portfolios to Scholastic and Gum Tree Festival Competition
PORTFOLIO BUILDING: INDIVIDUAL BASIS		
1d	Knowledge of requirements for producing a portfolio of work including an area of focus for presentation in the pursuit of further study.	Begin final selection of artwork for portfolio and digital documentation.
1e	Knowledge of skills and requirements in exhibiting a body of work including artist statements and interpretations.	Display art at THS Media Center, Gum Tree Festival, Lee County Library
	<ul style="list-style-type: none"> working one-on-one with students, TTW asses needs for strengthening portfolio, and TSW complete artwork as needed 	
PORTFOLIO BUILDING: INDIVIDUAL BASIS		
1d	Knowledge of requirements for producing a portfolio of work including an area of focus for presentation in the pursuit of further study.	Review portfolio tips posted on haiku, Review elements and principles of art as it applies to individual portfolio quality
1e	Knowledge of skills and requirements in exhibiting a body of work including artist statements and interpretations.	Review portfolio requirements for Gum Tree Festival, Scholastic
	<ul style="list-style-type: none"> working one-on-one with students, TTW asses needs for strengthening portfolio, and TSW complete artwork as needed 	Assembling and staging of work for judging and final critique. Writing and editing "My Artistic Voice Essay" including stylistic convention, goals and influence 2 pages.
PORTFOLIO BUILDING: INDIVIDUAL BASIS		
1d	Knowledge of requirements for producing a portfolio of work including an area of focus for presentation in the pursuit of further study.	Completion and submission of portfolio
1e	Knowledge of skills and requirements in exhibiting a body of work including artist statements and interpretations.	Final Critiques and reviews Written, oral, digital documentation.

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	<ul style="list-style-type: none"> working one-on-one with students, TTW asses needs for strengthening portfolio, and TSW complete artwork as needed 	Working one-on-one with students, TTW asses needs for strengthening portfolio, and TSW complete artwork as needed
FORMAL CRITIQUE: ENTIRE ART IV PORTOLIO		
4	Synthesize perceptual abilities with fully developed visual arts vocabulary to form judgments while creating and studying complex works of art. (CA)	review all work for past two years and write essay on "My Artistic Voice"
4a	Understand and consistently utilize a fully developed visual arts vocabulary sensitively and completely when studying and creating works of art.	Complete Art Journal that illustrates all the elements and principles of art.
4b	Understand how the synthesis of key visual arts concepts, skills, and processes with accomplished vocabulary skills enhances communication about creating and studying art forms through reading, writing, and speaking.	Peer critique of works in the Concentration
	<ul style="list-style-type: none"> analyze personal growth and growth of peers through verbal and written critique. 	