

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**ART**

<p><b>Mission Statement</b></p>	<p>The mission of Geneva Community Unit School District #304 6-12 visual arts education curriculum is to guide student toward the development of visual literacy. Students will explore the language of the visual arts and how to express ideas in a visual format. Students will learn to identify and apply th3e basic elements and principles of design underlying artworks and how to analyze them.</p> <p>Students will understand how works of art are produced. They will learn traditional art making techniques a well as contemporary art processes including the use of technology and digital imaging. In addition, students will understand the role of art in civilizations past and present and its potential applications for the future.</p>
<p><b>Course Sequence</b> (Grades 6-12)</p>	<p>Art 1 Foundations First level course. No prerequisite needed.</p> <p>Art 2 Foundations Second level course Prerequisite; Art 1 Foundations</p> <p>Ceramics Second level course Prerequisite; Art 1 Foundations</p> <p>Ceramics Second level course Prerequisite; Art 1 Foundations</p> <p>Graphic Design – old school (B.C. Before computer) Second level course Prerequisite; Art 1 Foundations</p>

## *Course Framework*

<b>Course Title</b> <b>Grade Level</b> <b>Semesters (1-2-3-4)</b> <b>Prerequisite</b>	Art 1 Foundations 9-12 1,2 & 3,4 None
<b>Course Description</b>	Course Description: Art 1 is a basic course which introduces the student to art concepts of visual literacy (Elements and Principles of Design), techniques and media. The students learn to understand and “read” visual information through hands-on studio experiences, critiques and art history discussions. Studio experiences develop basic drawing skills and techniques, and explore a variety of media in both two and three dimensions. The students will develop the ability to partake in intelligent and sensitive dialogue <sup>4</sup> about art, through written and verbal response to and reflection on words of art. Students will discover how response and reflection manifest themselves through the creative process, as they produce their own works of art.
<b>District-approved Materials and/or Resources.</b>	Power-point presentation, Project Hand outs; project guidelines, rubrics, examples Appropriate art supplies,

***Unit Frameworks #1***  
**Black & White Painting Project**

<b>Unit of Study: major topics</b>	The Element of VALUE Acrylic painting technique	<u>Resources that will support instruction</u> Power-point presentation, Hand outs, Demonstration & discussion Lesser “Grey Scale” project
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p>27. A. 1b Identify how the arts contribute to communication, celebrations, occupations and recreation.</p> <p>25.B. 1 Identify similarities in and among the arts (e.g., pattern, sequence and mood).</p> <p>26.A.2e Visual Arts: Describe the relationships among media, tools/technology and processes.</p> <p>26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.</p> <p>26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.</p> <p>26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.</p> <p>B. Understand how the arts shape and reflect history, society and everyday life.</p> <p>27.B.4a Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture.</p> <p>6.C.4 Determine whether exact values or approximations are appropriate (e.g., bid a job, determine gas mileage for a trip).</p> <p>2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic materials.</p> <p>3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	Students will be able to recognize and reproduce the black and white images from a collage originally created from a specified resource of images. Students will learn the nature and characteristics of tempera and acrylic paints. Students will also be introduced to a measuring technique used to create larger murals from smaller images. Thus being able to use the information from art class to a more aesthetic surroundings, or perhaps commissions of their work.	

<b>Assessments</b>	<b>Performance Tasks</b> Turned in with the original photocopy example, a very accurate black, white, grey reproduction has been beautifully painted that demonstrates a clear understanding of the value in the image. The work illustrates a creative and painterly exploration of the visual interpretation. It clearly depicts the necessary information in an aesthetically pleasing manner.	<b>Other Evidence</b> Observation of student's thought process, and problem solving skills.
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## Unit Frameworks #2

### Gyotaku T-shirt

<b>Unit of Study: major topics</b>	The Element of Texture Acrylic painting technique Design skills	<u>Resources that will support instruction</u> Power-point presentation, Hand outs, Demonstration & discussion Previous examples
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	6.D.4 Solve problems involving recipes or mixtures, financial calculations and geometric similarity using ratios, proportions and percents. 11.A.4f Using available technology, report, display and defend to an audience conclusions drawn from investigations. 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material. 25.B.2 Understand how elements and principles combine within an art form to express ideas 26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing. 27. A. Analyze how the arts function in history, society and everyday life. 27. A. 1a Identify the distinctive roles of artists and audiences. 27. A.2b Describe how the arts function in commercial applications (e.g., mass media and product design). 27. A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment. 27.B.4b Understand how the arts change in response to changes in society.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	Students will be able to create their own shirt advertising their gyotaku skills, and color coordination. The Students create a piece that can advertise their skills and the art program. Students will understand how texture can be found in nature as well as being created by hand.	
<b>Assessments</b>	<b>Performance Tasks</b> Keeping with the principle of texture, and material, a Japanese fish print will be printed upon a provided T-shirt. The shirt will reflect the natural pattern within a fish's scales. The fish used will be a synthetic latex model purchased for this purpose. The student will gain an understanding of this 3 century old mono-printing process.	<b>Other Evidence</b> Observation of student's thought process, and problem solving skills. Preparation of final presentation. Students will have something to wear back to class in the future.

## *Unit Frameworks #3*

### Color Theory project

<b>Unit of Study: major topics</b>	The Element of Color Acrylic painting technique	<u>Resources that will support instruction</u> Power-point presentation, Hand outs, Demonstration & discussion Lesser color intro projects; Color Packet
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	25.A. 1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation. 25.B.2 Understand how elements and principles combine within an art form to express ideas. 26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination. 26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing. 27. A. 4a Evaluate how consumer trends in the arts affect the types and styles of art products. 6.C.4 Determine whether exact values or approximations are appropriate (e.g., bid a job, determine gas mileage for a trip). 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material. 3.C.4b Using available technology, produce compositions and multimedia works for specified audiences.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	Students will be able to recognize and reproduce the color images from a collage originally created from a chosen selection of printed materials. They will create A nicely rendered acrylic painting is turned in on time. The chosen subject is colorful and challenges the artist's ability. It accurately reflects (both content and hue) the half of a photographic image (taken from a publication) that is pasted on the back of the project. The art correctly matches up the other half that is glued beside it. The project illustrates the student's understanding of combing primary colors, as well as recognizing how tints and shades to achieve desired hues.	
<b>Assessments</b>	<b>Performance Tasks</b> Students create a color painting by reproducing half the image of a photograph by copying the color and content. It shall be presented in a professional manner and exhibit intelligent use of space, hue, and design. Students will exhibit correct use of paint style.	<b>Other Evidence</b> Observation of student's thought process, and problem solving solving skills. Preparation of final presentation. Do students use color correctly outside of their project.

**Unit Frameworks #4**  
**Flier Project**

<p><b>Unit of Study:</b> <b>major topics</b></p>	<p>The Element of Line Acrylic painting technique</p>	<p><u>Resources that will support instruction</u> Power-point presentation, Hand outs, Demonstration &amp; discussion Art Supplies</p>
<p><b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<p>3.C.4b Using available technology, produce compositions and multimedia works for specified audiences. 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material. 1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them. 27. A. 1b Identify how the arts contribute to communication, celebrations, occupations and recreation. 27. A .5 Analyze how careers in the arts are expanding based on new technologies and societal changes. 27. A.2b Describe how the arts function in commercial applications (e.g., mass media and product design). 27. A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.</p>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p>Students will be able to create fliers and recognize how visual culture presents itself in every manner of our society’s day. Advertising can be found in every level of our visual culture, from TV, movies, media, commercial, and print. Students will recognize persuasive language and image in order to convey their mindset.</p>	
<p><b>Assessments</b></p>	<p>Performance Tasks Accompanying a total of four preliminary sketches, a very powerful graphic has been produced which demonstrates an exceptional understanding of the conceptual and technical underpinnings of poster design. The work illustrates a highly sophisticated exploration of ideas appropriate to the design, and an outstanding resolution of concept, media, and technical expression. It clearly states the necessary information in an aesthetically pleasing manner that works exceedingly well with the image.</p>	<p>Other Evidence  Observation of student’s thought process, and problem solving skills. Preparation of final presentation.</p>

## Unit Frameworks #5 Perspective Project

<b>Unit of Study: major topics</b>	The Element of Space Acrylic painting technique	<u>Resources that will support instruction</u> Power-point presentation, Hand outs, Demonstration & discussion
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p>26.A.2e Visual Arts: Describe the relationships among media, tools/technology and processes.</p> <p>26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.</p> <p>26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.</p> <p>26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.</p> <p>26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.</p> <p>27. A .2a Identify and describe the relationship between the arts and various environments (e.g., home, school, workplace, theatre, gallery).</p> <p>27. A.2b Describe how the arts function in commercial applications (e.g., mass media and product design).</p> <p>27.B.5 Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.</p> <p>11.B.4a Identify a technological design problem inherent in a commonly used product.</p> <p>11.A.5a Formulate hypotheses referencing prior research and knowledge.</p> <p>2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic materials.</p> <p>3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.</p> <p>3.C.4b Using available technology, produce compositions and multimedia works for specified audiences.</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	Students will be able to recreate depth through applying the skills of one point perspective to create a room that they design. Higher levels of understanding must be achieved by accurately comprehending its application. Students will also recognize potential career opportunities that are available for students adept in perspective mastery.	



<p><b>Assessments</b></p>	<p><b>Performance Tasks</b>  The students will gain an understanding of the perspective through creating a 3D room in a 2D format. It will be turned in utilizing prior color experience and application involving acrylic and colored pencil. It will also accurately reflect a clear understanding of one point perspective. The room will contain two walls, floor and ceiling with furniture.</p>	<p><b>Other Evidence</b>  Observation of student's thought process, and problem solving skills.  Preparation of final presentation. Matted using the mat cutting devices in the Art Room.</p>
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## Unit Frameworks #6 Marionette Project

<b>Unit of Study: major topics</b>	The Element of Form. Acrylic painting technique	<u>Resources that will support instruction</u> Power-point presentation, Hand outs, Demonstration & discussion
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	11.B.4a Identify a technological design problem inherent in a commonly used product. 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material. 3.C.4b Using available technology, produce compositions and multimedia works for specified audiences. 27.B.5 Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period. B. Understand how the arts shape and reflect history, society and everyday life. 27. A. 4a Evaluate how consumer trends in the arts affect the types and styles of art products. 27. A. 1a Identify the distinctive roles of artists and audiences. 26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative. 26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning. 26.A.2f Visual Arts: Understand the artistic processes of printmaking, weaving, photography and sculpture.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	Students will be able to create a marionette using problem solving abilities and thought. They will have to plan develop and create a character that can be controlled by strings. It is a way for the student to recognize form and functions. It will involve other academic skills as well as fine motor skills in its creation and presentation. It ties in their prior literary knowledge to create a character in three dimensions.	

<p><b>Assessments</b></p>	<p><b>Performance Tasks</b>          Accompanying an insightful artist statement, a skillfully crafted marionette, suspended by strings/lines from an above control apparatus is turned in on time. The puppet can be easily manipulated to perform a number of familiar actions that is either comical or dramatic. It clearly demonstrates a clear understanding of 'form' as well as problem solving skills. The project illustrates a creative and aesthetic exploration of a string puppet interpretation.</p>	<p><b>Other Evidence</b></p> <p>Observation of student's thought process, and problem solving skills.          Preparation of final presentation.</p>
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## *Unit Frameworks #7*

### Color Packet Project

<b>Unit of Study: major topics</b>	The Element of Color. Acrylic painting technique	<u>Resources that will support instruction</u> Power-point presentation, Hand outs, Demonstration & discussion
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p>25.A. 1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.</p> <p>25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.</p> <p>26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.</p> <p>27. A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.</p> <p>1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.</p> <p>11.A.5a Formulate hypotheses referencing prior research and knowledge.</p> <p>11.A.4f Using available technology, report, display and defend to an audience conclusions drawn from investigations.</p> <p>11.B.4a Identify a technological design problem inherent in a commonly used product.</p> <p>6.C.4 Determine whether exact values or approximations are appropriate (e.g., bid a job, determine gas mileage for a trip).</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	Students will be complete and understand the concept of color. This is a preliminary project for the integrated images one. It will be worth the same as a project but will test the student's observational skills as well as their color coordinating ability through task completion.	
<b>Assessments</b>	<b>Performance Tasks</b> Students will complete a packet that explains color theory and tests their understanding of the presented concepts. Students will also be required to reproduce the colors only from primary ones. The students must also accurately answer the questions within the packet.	<b>Other Evidence</b>  Observation of student's thought process, and problem solving skills. Test on the accuracy of the provided information.