

Deer Valley Unified School District

Art Humanities Curriculum



9-12 Grade



Deer Valley Unified School District No. 97

Art Humanities Curriculum Team Members

Stephanie Dukarm, Deer Valley High School

Ann Osgood, Barry Goldwater High School

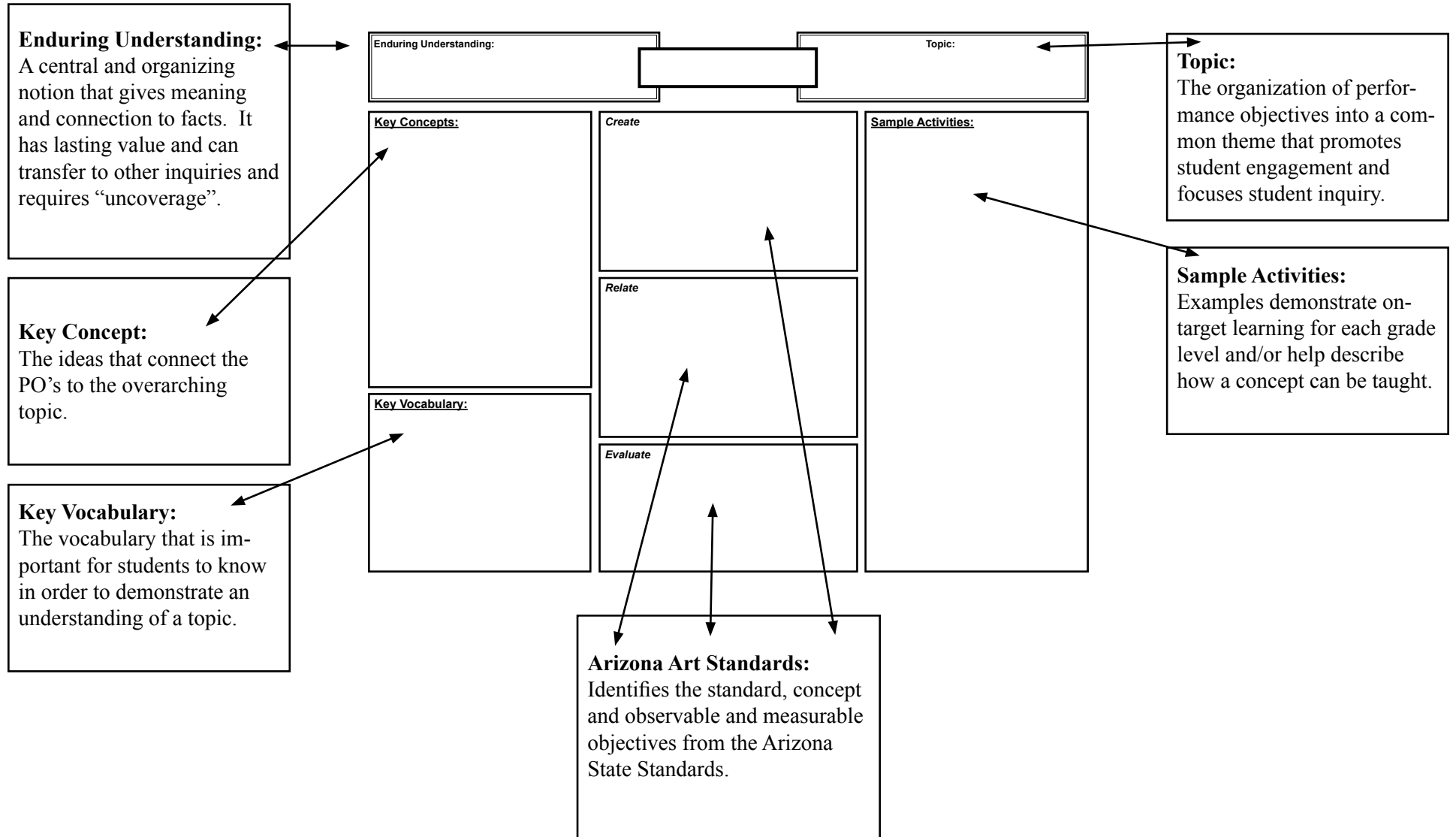
Bruce DuPlanty, District Office

Arts

in Deer Valley Unified School District

| | K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
|---------|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| Art | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Music | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Band | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Choir | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Strings | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Dance | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Drama | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

Concept Map Definition Page



Enduring Understanding:

Art has many forms and purposes

Art Humanities

Topic:

Art has many forms and purposes

Key Concepts:

- Art has many forms and purposes
- Introduce the different types of art
- Introduce how to look at art

Create

Relate

- S2C1PO202 Discuss how artworks are used to communicate stories, ideas, and emotions.
- S2C1PO205 Make connections between art and other curricular areas (e.g., clay production relates to science, contextual information relates to social studies).
- S2C1PO206 Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.
- S2C3PO201 Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.
- S2C4PO201 Interpret meanings and/or purposes of an artwork using subject matter, symbols, and/or themes.
- S2C4PO203 Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in which it was made.
- S2C5PO203 Compare the characteristics of artworks valued by diverse cultures.

Evaluate

- S3C3PO201 Describe an artist's use of elements and principles in an artwork support its meaning and/or purpose.
- S3C4PO201 Discuss how an artist uses subject matter, symbols, and/or themes to communicate meaning and/or purpose in an artwork.
- S3C5PO203 Use established criteria to make and support a judgment about the quality of an artwork.

Sample Activities:

- Show students samples of art and have them discuss if it has historical, monetary and religious value.
- Survey student interests and perceptions of art
- Aesthetic puzzles
- Put objects in "Art" or "Non-Art" categories - debate results
- Start "Art Journal" to work on daily.
- Students will determine the value and significance of artwork

Key Vocabulary:

- Aesthetics
- Media
- Abstract
- Expression
- Utilitarian

Enduring Understanding:

Contributions of ancient art

Art Humanities

Topic:

Ancient Art

Key Concepts:

- Recognize art from ancient civilizations: Egypt, Greek and Roman, Pre-Columbian, Asia, Oceanic, African, etc.
- How society affects art. i.e.: The sculptures of these civilizations depicted real and ceremonial persons

Key Vocabulary:

- Artifacts
- Symbols
- Scrolls

Create

Relate

- S2C1PO206 Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.
- S2C2PO202 Describe what tools, materials, and techniques were used to create artwork from diverse cultures and times.
- S2C3PO201 Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.
- S2C4PO201 Interpret meanings and/or purposes of an artwork using subject matter, symbols, and/or themes.
- S2C4PO202 Discuss themes in artworks that illustrate common human experiences that transcend culture, time, and place.
- S2C4PO203 Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in which it was made.
- S2C5PO201 Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made
- S2C5PO203 Compare the characteristics of artworks valued by diverse cultures.

Evaluate

- S3C1PO201 Form and support opinions about art (e.g., what art is and why it is important).
- S3C1PO203 Discuss reasons why people value art (e.g., sentimental, financial, religious, political, and historical).

Sample Activities:

- Begin a time line
- What ancient art or symbols do you see still in use?
- Create a cartouche that tells about them.
- Create a scroll that records an event.
- Compare the types of architecture these civilizations are known for.
- Design a city for your invented civilization.

Enduring Understanding:

Art is utilitarian

Art Humanities

Topic:

Functional Art

Key Concepts:

- Art has aesthetic and functional value.
- Form follows function.
- Art uses such as vessels, clothing, tools, shelter, ceremonial.
- Recognize multi-cultural differences and similarities.

Key Vocabulary:

- Utilitarian
- Ceramics
- Basketry
- Textiles
- Environment

Create

Relate

- S2C2PO202 Describe what tools, materials, and techniques were used to create artwork from diverse cultures and times.
- S2C3PO201 Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.
- S2C4PO201 Interpret meanings and/or purposes of an artwork using subject matter, symbols, and/or themes.
- S2C4PO203 Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in which it was made.
- S2C5PO201 Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made
- S2C5PO203 Compare the characteristics of artworks valued by diverse cultures.

Evaluate

- S3C2PO201 Explain how an artist's use of tools, materials, and techniques affect an artwork's meaning, purpose, and value.

Sample Activities:

- Look at examples of items from various cultures and compare the decorative aesthetics.
- Photographs of textiles can be compared from different cultures.
- Design a utilitarian item that reflects your culture.
- Look at an item (such as an eating utensil) as it changes through time.
- Compare environments of different cultures and how available materials affect the cultural artifacts.
- Describe how resources affect end products such as wool for Navajo, silk for Asian, etc.

Enduring Understanding:

Art is communication

Art Humanities

Topic:

Beginnings of Art as Communication

Key Concepts:

- Man has had the impulse to create art since the earliest times.
- Arts as ritual.
- Symbols as communication.

Create

Relate

- S2C1PO201 Contribute to a discussion about who artists are, what they do, and why they create art.
- S2C1PO202 Discuss how artworks are used to communicate stories, ideas, and emotions.
- S2C1PO206 Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.
- S2C4PO201 Interpret meanings and/or purposes of an artwork using subject matter, symbols, and/or themes.
- S2C4PO202 Discuss themes in artworks that illustrate common human experiences that transcend culture, time, and place.
- S2C4PO203 Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in which it was made.

Evaluate

- S3C2PO201 Explain how an artist's use of tools, materials, and techniques affect an artwork's meaning, purpose, and value.
- S3C4PO201 Discuss how an artist uses subject matter, symbols, and/or themes to communicate meaning and/or purpose in an artwork.

Sample Activities:

- Look at "Cave Art" from around the world. Note similar themes.
- Look at ancient and modern symbols.
- Look at the art of Lascaux.
- Native-American petroglyphs (such as at Deer Valley Rock Art Museum).
- What symbols are related to your community?

Key Vocabulary:

- Symbols in Art
- Logo
- Ritual

Enduring Understanding:

Renaissance impact

Art Humanities

Topic:

The Advances of the Renaissance

Key Concepts:

- Renaissance was a time of great advancement in science and art.
- Recognize DaVinci, Michelangelo and their artwork.
- Advances in architecture.
- Subject matter was religious or "classical".

Key Vocabulary:

- Patron
- Perspective
- Fresco
- Sculpture
- Flying buttress
- Gothic
- Gargoyle
- Illuminated manuscript
- Stained glass

Create

Relate

- S2C1PO203 Discuss what an artworld is and its place in a culture.
- S2C1PO205 Make connections between art and other curricular areas (e.g., clay production relates to science, contextual information relates to social studies).
- S2C1PO206 Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.
- S2C2PO202 Describe what tools, materials, and techniques were used to create artwork from diverse cultures and times.
- S2C2PO203 Describe how scientific and technological advances influence the materials, tools, and techniques used by artists.
- S2C4PO203 Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in which it was made.

Evaluate

- S3C3PO201 Describe an artist's use of elements and principles in an artwork support its meaning and/or purpose.

Sample Activities:

- Locate the Renaissance on the time line.
- Make a book that shows advances in science, art, architecture during the Renaissance.
- Group project power point on an artist from the Renaissance.
- Students draw a one point perspective drawing of a simple subject.

Enduring Understanding:

**Art is a process of change
and growth**

Art Humanities

Topic:

**Impressionists Begin the
Modern Art Movements**

Key Concepts:

- The Impressionist movement to individual response.
- Attention to color and light.
- Subject is every day activities of ordinary people and local scenery.
- Artist as a rebel.
- Art is a process of change and growth.

Key Vocabulary:

- Plein air
- Van Gogh - lines
- Monet
- Cassatt
- Gauguin
- Cezanne - planes
- Color wheel
- Pointillism - dots
- Degas

Create

Relate

- S2C1PO201 Contribute to a discussion about who artists are, what they do, and why they create art.
- S2C1PO202 Discuss how artworks are used to communicate stories, ideas, and emotions.
- S2C1PO206 Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.
- S2C2PO203 Describe how scientific and technological advances influence the materials, tools, and techniques used by artists.
- S2C3PO201 Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.
- S2C4PO203 Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in which it was made.
- S2C5PO201 Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made

Evaluate

- S3C3PO201 Describe an artist's use of elements and principles in an artwork support its meaning and/or purpose.
- S3C4PO201 Discuss how an artist uses subject matter, symbols, and/or themes to communicate meaning and/or purpose in an artwork.

Sample Activities:

- View slides of the paintings of the Impressionists and discuss how they show their surroundings.
- Describe how the Japanese woodcuts influenced the compositions of the Impressionists.
- Compare the photo of Monet's garden with his paintings.
- Artist Cube - design a cube that reflects the artist's style and tells facts about the artists.

Enduring Understanding:

Colors and shapes become more important than subject

Art Humanities

Topic:

Transition to the 20th Century

Key Concepts:

- Fauvism has an arbitrary use of color.
- Expressionism has emotions as the primary subject.
- Kandinsky is one of the most notable pioneers of abstract art.
- Cubism was influenced by geometric forms of African masks.

Key Vocabulary:

- Cubism
- Picasso
- Matisse
- Fauvism
- Expressionism
- Kandinsky
- Kathe Kollwitz
- Interpret
- Collage

Create

Relate

- S2C1PO201 Contribute to a discussion about who artists are, what they do, and why they create art.
- S2C1PO202 Discuss how artworks are used to communicate stories, ideas, and emotions.
- S2C1PO206 Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.
- S2C2PO203 Describe how scientific and technological advances influence the materials, tools, and techniques used by artists.
- S2C3PO201 Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.
- S2C4PO203 Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in which it was made.
- S2C5PO201 Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made

Evaluate

- S3C3PO201 Describe an artist's use of elements and principles in an artwork support its meaning and/or purpose.
- S3C4PO201 Discuss how an artist uses subject matter, symbols, and/or themes to communicate meaning and/or purpose in an artwork.

Sample Activities:

- The students will make a still life collage in the manner of Picasso.
- Students use paint to express the feeling of music.
- Critique an art piece using:
 - Describe
 - Analyze
 - Interpret
 - Judge

Enduring Understanding:

**Art expresses dreams
and imagination**

Art Humanities

Topic:

Surrealism & Fantasy

Key Concepts:

- Surrealism portrayed the human sub-conscious.
- Fantasy worlds are shown with realistic objects but can be symbols as well.
- Paintings can express things that can't be seen in the real world.

Key Vocabulary:

- Dali
- Magritte
- Chagall
- Miro
- Frieda Kahlo

Create

Relate

- S2C1PO201 Contribute to a discussion about who artists are, what they do, and why they create art.
- S2C1PO202 Discuss how artworks are used to communicate stories, ideas, and emotions.
- S2C1PO206 Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.
- S2C2PO203 Describe how scientific and technological advances influence the materials, tools, and techniques used by artists.
- S2C3PO201 Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.
- S2C4PO203 Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in which it was made.
- S2C5PO201 Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made

Evaluate

- S3C3PO201 Describe an artist's use of elements and principles in an artwork support its meaning and/or purpose.
- S3C4PO201 Discuss how an artist uses subject matter, symbols, and/or themes to communicate meaning and/or purpose in an artwork.

Sample Activities:

- Draw a dream or nightmare you've had. It can include symbols.
- Make a children's pop-up surrealist book.
- Compare the work of Dali and Miro.

Enduring Understanding:

Pop Art reflects the modern culture of the 20th century

Art Humanities

Topic:

Pop Art

Key Concepts:

- Pop Art reflects the culture, media, and advertising images.
- Changes in color or scale or setting made the public see ordinary objects in a new way.

Key Vocabulary:

- Andy Warhol
- Lichtenstein
- Oldenburg
- Rauschenberg
- Assemblage
- Keith Haring
- Commercial Art
- Scale
- Peter Max
- Jasper Johns

Create

Relate

- S2C1PO201 Contribute to a discussion about who artists are, what they do, and why they create art.
- S2C1PO202 Discuss how artworks are used to communicate stories, ideas, and emotions.
- S2C1PO206 Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.
- S2C2PO203 Describe how scientific and technological advances influence the materials, tools, and techniques used by artists.
- S2C3PO201 Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.
- S2C4PO203 Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in which it was made.
- S2C5PO201 Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made

Evaluate

- S3C3PO201 Describe an artist's use of elements and principles in an artwork support its meaning and/or purpose.
- S3C4PO201 Discuss how an artist uses subject matter, symbols, and/or themes to communicate meaning and/or purpose in an artwork.

Sample Activities:

- Compare the 60's politics, art, and those of now.
- Discuss brand names and the "value" of them.
- Discuss how TV has affected art, stereotypes, etc.
- Create an assemblage of found objects.
- Make a commercial for something useless.

Enduring Understanding:

Art can have no subject

Art Humanities

Topic:

Non-Objective Abstraction

Key Concepts:

- OP Art - Arrangement of colors, lines and shapes for an optical effect.
- Abstract expressionism - European artists fled to New York. Artists used a spontaneous process of adding marks to canvas without a preconceived idea.
- Color field - visual statements about color

Key Vocabulary:

- OP Art
- Color field
- Abstract expressionism
- Pollack
- Stella
- Vasarely
- Rothko

Create

Relate

- S2C1PO201 Contribute to a discussion about who artists are, what they do, and why they create art.
- S2C1PO202 Discuss how artworks are used to communicate stories, ideas, and emotions.
- S2C1PO206 Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.
- S2C2PO203 Describe how scientific and technological advances influence the materials, tools, and techniques used by artists.
- S2C3PO201 Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.
- S2C4PO203 Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in which it was made.
- S2C5PO201 Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made

Evaluate

- S3C3PO201 Describe an artist's use of elements and principles in an artwork support its meaning and/or purpose.
- S3C4PO201 Discuss how an artist uses subject matter, symbols, and/or themes to communicate meaning and/or purpose in an artwork.

Sample Activities:

- Answer: Can throwing or dripping paint be considered a skill?
- List the ways Pollack can control the paint with his arms and body.
- Debate: Is it art when it is just colors? What is the artist saying?
- Make art with color tape strips.
- Discuss how line and color influences mood.
- Decorators and designers pick colors for the year. What would you pick?

Enduring Understanding:

Artists have expanded where and how the make art

Art Humanities

Topic:

Unconventional / Art Forms

Key Concepts:

- Dennis Oppenheim, Andy Goldworthy, Christo and others use the earth as the starting point for art.
- Some art is a process or work that changes as in video, kinetic and even water.
- Conceptual art is just the idea of the art.

Key Vocabulary:

- Installation Art
- Performance Art
- Conceptual Art
- Kinetic Art
- Video Art
- Chiuly - glass

Create

Relate

- S2C1PO201 Contribute to a discussion about who artists are, what they do, and why they create art.
- S2C1PO202 Discuss how artworks are used to communicate stories, ideas, and emotions.
- S2C1PO206 Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.
- S2C2PO203 Describe how scientific and technological advances influence the materials, tools, and techniques used by artists.
- S2C3PO201 Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.
- S2C4PO203 Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in which it was made.
- S2C5PO201 Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made

Evaluate

- S3C3PO201 Describe an artist's use of elements and principles in an artwork support its meaning and/or purpose.
- S3C4PO201 Discuss how an artist uses subject matter, symbols, and/or themes to communicate meaning and/or purpose in an artwork.

Sample Activities:

- Discuss your predictions of the future clothing, transportation, music and art.
-
- Research a new artist and teach the class about this person.
-
- Can an electric light bulb be an art medium?
-
- Respond to this statement: "It is the art product that is important, not the process of making it."

Enduring Understanding:

There are a variety of art careers

Art Humanities

Topic:

Careers in Art

Key Concepts:

- There are many different art careers in business, independent and educational environments.

Create

Relate

- S2C1PO201 Contribute to a discussion about who artists are, what they do, and why they create art.
- S2C1PO204 Discuss the roles of various artworld experts (e.g., critics, art historians, curators, archeologists, conservators and others).

Sample Activities:

- Bring a professional in an art field.
- Research professions in art fields.
- Design a business card for yourself.
- Design a comic strip.
- Define the difference between commercial and fine art.

Key Vocabulary:

- Graphic design
- Industrial design
- Theater design
- Fashion design
- Illustration
- Cartoons
- Architecture
- Fine artist
- Photographer
- Curator
- Art historian

Evaluate