

| Date                                      | <b>Carroll County School District<br/>Art I and II Pacing Guide<br/>Amy Plummer</b>  | Topics                |
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| August 8 <sup>th</sup> -10 <sup>th</sup>  | <ul style="list-style-type: none"> <li>• Reading and discussing the handbook</li> <li>• Making portfolios</li> <li>• Discussing rules and procedures for the art room</li> <li>• Introducing materials and supplies</li> </ul>   |                       |
| August 13 <sup>th</sup> -17 <sup>th</sup> | <p><b>9a</b> Examine broad questions such as, “What is art?”</p> <p><b>9b</b> Describe different aesthetic perspectives including intention of artists, context, views, and experience</p> <p><b>4a</b> Effectively use visual arts vocabulary when critiquing their own works or those of others through the process of speaking or writing. (ongoing)</p>  | Art History           |
| August 20 <sup>th</sup> -24 <sup>th</sup> | <p><b>2d</b> Utilize the elements of art and principles of design to create works of art that communicate ideas.</p> <p><b>4a</b></p> <p><b>4b</b> Use appropriate visual art vocabulary related to technique and media as works of art are created. (ongoing)</p>   | Elements of art: Line |
| August 27 <sup>th</sup> -31 <sup>st</sup> | <p><b>1a</b> Create works of art that communicate original ideas using a variety of media, techniques, and processes. (ongoing)</p> <p><b>1b</b> Know how the selection of media, technique, or process communicates the overall idea in original works and works of others. (ongoing)</p> <p><b>1d</b> practice safety and conservation in the use of tools, materials, and equipment in the creation of works of art. (ongoing)</p> <p><b>4a</b></p> | Elements of art: Line |

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| Sept. 3 <sup>rd</sup> -7 <sup>th</sup>   | <p><b>2a</b> Integrate visual, spatial, and temporal concepts with subject, themes, symbols and ideas to improve communications of intended meaning. (ongoing)</p> <p><b>2c</b> Use appropriate visual art vocabulary related to technique and media as works of art are created. (ongoing)</p> <p><b>1c</b> Understand that there are various ways to organize, compose, or design works of art.(ongoing)</p> <p><b>1a, 1d</b></p> | Elements of art: Shape and Form                  |
| Sept 10 <sup>th</sup> -14 <sup>th</sup>  | <p><b>2a</b> Integrate visual, spatial, and temporal concepts with subject, themes, symbols, and ideas to improve communications of intended meaning.</p>   | Elements of art: Space and one point perspective |
| Sept. 17 <sup>th</sup> -21 <sup>st</sup> | <p><b>2d</b></p> <p><b>4a</b></p> <p><b>5a</b> Examines their own work and that of others to determine the intentions of the artist.</p>  | Elements of art: texture                         |
| Sept. 24 <sup>th</sup> -28 <sup>th</sup> | <b>1a, 1b, 1c, 1d</b>   | Elements of art: value                           |
| Oct. 1 <sup>st</sup> -5 <sup>th</sup>    | <p><b>1a, 1b, 1c,1d</b></p> <p><b>2c</b></p> <p><b>4b</b></p>   | Elements of art: value                           |
| Oct. 8 <sup>th</sup> -12 <sup>th</sup>   | <b>9 weeks tests</b>  |  |
| Oct. 15 <sup>th</sup> -19 <sup>th</sup>  | <p><b>1d</b></p> <p><b>2a</b></p> <p><b>4b</b></p>  | Elements of art: color                           |

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| Oct. 22 <sup>nd</sup> -26 <sup>th</sup>      | <b>1d</b><br><b>2a, 2c</b><br><b>4b</b><br><b>4c</b> Utilize the visual and organizational components of art and design while creating works of art  | Elements of art: color   |
| Oct. 29 <sup>th</sup> - Nov. 2 <sup>nd</sup> | <b>1a, 1b</b><br><b>2c</b><br><b>3b</b><br><b>3c</b> Recognize that the choice of media, techniques and processes results from the artist's thinking about how best to achieve specific effects<br><b>4b</b> | Elements of art:<br>Review of all elements,<br>Watercolor painting                           |
| Nov. 5 <sup>th</sup> -9 <sup>th</sup>        | <b>1b, 1d</b><br><b>2a, 2c</b><br><b>3c</b><br><b>4b</b>   | Element of art: form'<br>Ceramics unit, learning basic hand-building techniques, making bowl |
| Nov.12 <sup>th</sup> -16 <sup>th</sup>       | <b>1b, 1d</b><br><b>2a, 2c</b><br><b>3c</b><br><b>4b</b><br><b>5a</b> examine their own work and that of others to determine the intentions of the artist.   | Ceramics unit: making cup and animal   |
| Nov.19 <sup>th</sup> -23 <sup>rd</sup>       | <b>Thanksgiving Holiday</b>  |  |
| Nov. 26 <sup>th</sup> -30 <sup>th</sup>      | <b>1b, 1d</b>  | Review painting techniques using watercolors   |

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| Dec. 3 <sup>rd</sup> -7 <sup>th</sup>       | <b>1b, 1d</b><br><b>3c</b>   | Ceramics unit: painting and glazing objects  |
| Dec. 10 <sup>th</sup> -14 <sup>th</sup>     | <b>1b, 1d</b><br><b>Review all vocabulary associated with elements, watercolor painting and ceramics</b> | Firing glazed ware, Watercolor painting, reviewing for exams                           |
| Dec. 17 <sup>th</sup> -21 <sup>st</sup>     | <b>Exams given 17<sup>th</sup>-20<sup>th</sup></b><br><b>Teacher work day- 21<sup>st</sup></b>           |  |
| Jan. 7 <sup>th</sup> -11 <sup>th</sup>      | <b>1a</b><br><b>2a,2d</b><br><b>3c</b>   | Principles of Design:<br>Balance, Emphasis<br><br>Circle design                        |
| Jan. 14 <sup>th</sup> -18 <sup>th</sup>     | <b>1a,1b,1c,1d</b><br><b>2c,2d</b><br><b>3b,3c</b>   | Principles of Design:<br>Unity and Variety<br><br>Painting<br>(Van Gogh)               |
| Jan. 21 <sup>st</sup> -25 <sup>th</sup>     | <b>3a,3b,3c</b>  | Principles of Design:<br>Contrast and Proportion<br><br>(Paul Cezanne)                 |
| Jan. 28 <sup>th</sup> -Feb. 1 <sup>st</sup> | <b>1a</b><br><b>3c</b>   | Principles of Design:<br>Rhythm and Movement<br><br>(Diego Rivera)<br>(Marcel Duchamp) |
| Feb. 4 <sup>th</sup> -8 <sup>th</sup>       | <b>1a,1b,1c</b><br><b>2a,2d</b>  | Principles of Design:<br>Pattern<br>Scissor Design<br><br>(Jasper Johns)               |
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| Feb. 11 <sup>th</sup> -15 <sup>th</sup>    | <b>1c,1d<br/>2d<br/>7c</b>  | Relief Prints   |
| Feb. 18 <sup>th</sup> -22 <sup>nd</sup>    |   | Drawing Facial Features                                   |
| Feb. 25 <sup>th</sup> -29 <sup>th</sup>    |   | Drawing a portrait using a graph and Begin self portraits |
| Mar.3 <sup>rd</sup> -7 <sup>th</sup>       |   | Self portraits and review for 9 weeks tests               |
| Mar. 10 <sup>th</sup> -14 <sup>th</sup>    | <b>9 weeks test week</b>  |   |
| Mar. 17 <sup>th</sup> -21 <sup>st</sup>    | <b>Spring Break</b>   |   |
| Mar. 24 <sup>th</sup> -28 <sup>th</sup>    | <b>Easter Holiday March 24<sup>th</sup><br/>6a, 6b<br/>11a, 11b</b>   | Careers   |
| Mar. 31 <sup>st</sup> -Apr-4 <sup>th</sup> | <b>6</b> Know that context is a factor in determining the roles, functions, and purposes of artists, works of art, and visual arts careers differently according to culture, time and place<br><b>6b</b> Understand how technology combined with the context of the artist , the context in which a work is created, the context of the viewer, and the context in which the work is viewed can impact the interpretation of the work<br><b>11a</b> Recognize and understand how and why the arts enhance the quality of life in communities throughout the world<br><b>11b</b> Recognize how the study of the arts impacts career choices<br><b>12a</b> Compare the characteristics of the visual arts careers across history, time and culture<br><b>12b</b> Understand the importance of technologies, media, and processes of the visual arts with those of other subject areas in pursuing art related careers | Careers   |
| Apr. 7 <sup>th</sup> -11 <sup>th</sup>     | <b>6a,6b</b>  | Careers   |

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|   | <b>11a,11b<br/>12a,12b</b>  |  |
| Apr. 14 <sup>th</sup> -18 <sup>th</sup>   | <b>7a,b,c,d<br/>8c</b>  | Art History:<br>Non-Western Art  |
| Apr. 21 <sup>st</sup> -25 <sup>th</sup>   | <b>3a<br/>4c<br/>7a,b,c<br/>8a,b,c</b>  | Art History:<br>Major Western art<br>styles from<br>Renaissance to 20 <sup>th</sup><br>Century art |
| Apr.28 <sup>th</sup> -May 2 <sup>nd</sup> | <b>7a,b,c<br/>8a,b,c<br/>6a<br/>10a</b>   | Art History:<br>Art History project  |
| May 5 <sup>th</sup> -9 <sup>th</sup>      | <b>5a,b,c<br/>7e<br/>9b<br/>10a</b>   | Art History:<br>Art History Project  |
| May 12 <sup>th</sup> -16 <sup>th</sup>    | <b>Reviewing for Exams and giving Exams</b>   |  |
| May 19 <sup>th</sup> -23 <sup>rd</sup>    | <b>Student's last day is May 21st<br/>22<sup>nd</sup> and 23<sup>rd</sup> are teacher work days</b> |  |
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