

Wyoming Department of Education Required Virtual Education Course Syllabus

Washakie County School District # 1

Program Name	Washakie #1 Online	Content Area	FA
Course ID	WOL-FA5F1	Grade Level	5
Course Name	WOL-Intermediate Art 5	# of Credits	NA
SCED Code	NA	Curriculum Type	K12 Fuel Education

COURSE DESCRIPTION

Following the timeline of the K12 History program, Intermediate Art: American A introduces students to the artists, cultures, and great works of art and architecture of North America, from pre-Columbian times through 1877.

Students will:

- Study and create various works, both realistic and abstract, including sketches, masks, architectural models, prints, and paintings
- Investigate the arts of the American Indians, and Colonial and Federal America
- Create artworks inspired by works they learn about, using many materials and techniques—after studying John James Audubon’s extraordinary paintings of birds, students make bird paintings with realistic color and texture, and they make weavings inspired by the colors and patterns of Navajo blankets

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
FPA8.1.A.1	Students create and revise original art to express ideas, experiences and stories.
FPA8.1.A.2	Students select and recognize qualities and characteristics of art media, techniques, technologies and processes to communicate their experiences and ideas through art.
FPA8.1.A.3	Students analyze the use of the elements and principles of design in their artwork.
FPA8.1.A.4	Students collaborate with others in creative artistic processes.
FPA8.1.A.5	Students use art materials and tools in a safe and responsible manner.
FPA8.1.A.6	Students prepare and exhibit their artwork.
FPA8.2.A.1	Students observe and describe in detail the physical properties of works of art.
FPA8.2.A.2	Students interpret art, identifying subjects, themes and symbols that communicate their knowledge of context, values and meaning.
FPA8.2.A.3	Students describe and analyze works of art using the language of artistic elements and principles.
FPA8.2.A.4	Students form and defend their preferences for artists and specific works.
FPA8.3.A.1	Students know, identify and compare the characteristics of works of art from various environments, eras and cultures.
FPA8.3.A.2	Students describe and place a variety of art objects in historical, environmental and cultural contexts.
FPA8.3.A.3	Students analyze, describe, and relate how factors of culture, time and environment influence visual characteristics that give meaning and value to a work of art.
FPA8.4.A.1	Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.
FPA8.4.A.2	Students explore visual arts careers and recreational opportunities and investigate the artistic skills needed for those opportunities.
FPA8.4.A.3	Students recognize the role of visual artists in their culture and investigate how these artists create their work.
FPA8.4.A.4	Students demonstrate appropriate behavior in a variety of art settings.

Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1: The Building Blocks of Art Lesson 1: Many Kinds of Art Lesson 2: How Does It Look? Lesson 3: It's All About Color Lesson 4: The Artist's Sketchbook Lesson 5 :Reading, Review, and Wrap Up	FPA8.1.A.1 FPA8.1.A.2 FPA8.1.A.3 FPA8.1.A.4 FPA8.1.A.5 FPA8.2.A.1 FPA8.2.A.2 FPA8.2.A.3 FPA8.2.A.4	Unit 1: Students will: <ul style="list-style-type: none"> • Classify artworks as portrait, self-portrait, landscape, still life, genre, painting, sculpture, or architecture. • Express one's reasons for preferring one work of art to another. • Draw a self-portrait with realistic facial features and individualized details that show a likeness. • Identify differences between representational, abstract, and nonrepresentational artworks. • Evaluate own artwork based on the use of line, shape, texture, or color. Demonstrate the appropriate use of line, shape, texture, or color in a representational, abstract, or nonrepresentational artwork. • Identify color groups in a work of art: primary, secondary, intermediate, complementary, warm, cool, or monochromatic. • Demonstrate the use of color groups by mixing and applying selected colors to a shape design. • Identify purposes of an artist's sketchbook. • Demonstrate the use of line, shape, and texture in a sketch and drawing of the same object. • Classify artworks as portrait, self-portrait, landscape, still life, genre, painting, sculpture, or architecture. • Identify differences between representational, abstract, and nonrepresentational artworks. • Identify color groups in a work of art. Identify purposes of an artist's sketchbook.
Unit 2: Native Peoples of the North Lesson 1: Yup'ik Finger Masks, Part 1 Lesson 2: Yup'ik Finger Masks, Part 2 Lesson 3: Yup'ik Serving Dishes, Part 1 Lesson 4: Yup'ik Serving Dishes, Part 2 Lesson 5 : Northwest Coast Button Blankets Lesson 6 : Northwest Coast Animal Designs, Part 1 Lesson 7: Northwest Coast Animal Designs, Part 2 Lesson 8: Reading, Review, and Wrap-Up	FPA8.1.A.1 FPA8.1.A.2 FPA8.1.A.3 FPA8.1.A.4 FPA8.1.A.5 FPA8.2.A.1 FPA8.2.A.2 FPA8.2.A.3 FPA8.2.A.4 FPA8.3.A.1 FPA8.3.A.2 FPA8.3.A.3 FPA8.4.A.1 FPA8.4.A.3 FPA8.4.A.4	Unit 2 Students will: <ul style="list-style-type: none"> • Describe two events in the life of Charles Willson Peale or characteristics of his art. • Demonstrate the use of detail, symmetry, and color in a scientific drawing of an insect. • Identify features in early American architecture: column, frieze, pediment, or cupola. • Demonstrate the use of shape and detail by designing a clay doorway or porch. • Identify a source for an artist's imagination, such as an historical event or the work of another artist. • Demonstrate the use of shape, overlapping, detail, and color in an interpretation of George Washington crossing the Delaware River. • Identify characteristics of or facts about Albert Bierstadt landscapes. For example, they are realistic and they show the American West. • Demonstrate the illusion of space in a postcard drawing of a landscape. • Identify characteristics of or facts about early American quilts. For example, mothers and daughters sewed them and some quilt block patterns were inspired by wagon

		<p>train trips.</p> <ul style="list-style-type: none"> • Demonstrate the use of shape, pattern, and color in a paper quilt design. • Identify characteristics of or facts about the art or architecture of Charles Willson Peale, George Washington, Thomas Jefferson, Emanuel Leutze, Albert Bierstadt, or early American quilters. • Identify events in the life of selected artists or characteristics of their art. • Identify characteristics of selected masterworks in other artworks.
<p>Unit 3: Native Peoples of the Southwest Lesson 1: Southwest Petroglyphs Lesson 2: Ancestral Pueblo Dwellings, Part 1 Lesson 3: Ancestral Pueblo Dwellings, Part 2 Lesson 4: Mimbres Pottery, Part 1 Lesson 5: Mimbres Pottery, Part 2 Lesson 6: Navajo Weavers, Part 1 Lesson 8: Navajo Weavers, Part 2 Lesson 8: Reading, Review, and Wrap-Up</p>	<p>FPA8.1.A.1 FPA8.1.A.2 FPA8.1.A.3 FPA8.1.A.4 FPA8.1.A.5 FPA8.2.A.1 FPA8.2.A.2 FPA8.2.A.3 FPA8.2.A.4 FPA8.3.A.1 FPA8.3.A.2 FPA8.3.A.3 FPA8.4.A.1 FPA8.4.A.3 FPA8.4.A.4</p>	<p>Unit 3: Students will:</p> <ul style="list-style-type: none"> • Identify characteristics of or facts about Southwest petroglyphs. For example, people made them by scratching or pecking into rock. Some petroglyphs show spirit figures. • Demonstrate the use of line, shape, and pattern in a petroglyph design. Identify characteristics of or facts about Ancestral Pueblo dwellings. For example, they were built of adobe bricks into cliff walls or were carved from caves in cliff walls. • Demonstrate the use of form, color, and detail by making a model of an Ancestral Pueblo dwelling. • Identify characteristics of or facts about Mimbres pottery. For example, it was used in everyday life, buried with the owner, and painted with animal symbols and designs. • Demonstrate the use of line, shape, and pattern in an animal design. Identify events in the lives of Navajo weavers or characteristics of their art. For example, they raised sheep for their wool and wove traditional patterns in blankets. • Demonstrate the use of color and pattern in a weaving. • Identify characteristics of or facts about art of the Southwest Indians. • Identify events in the life of selected artists or characteristics of their art. • Identify characteristics of selected masterworks in other artworks.
<p>Unit 4: Native Peoples of the East Lesson 1: Mound Treasures, Part 1 Lesson 2: Mound Treasures, Part 2 Lesson 3: Mound Builder Jewelry Lesson 4: Woodland Birch Bark Works, Part 1 Lesson 5: Woodland Birch Bark Works, Part 2 Lesson 6: Reading, Review, and Wrap-Up</p>	<p>FPA8.1.A.1 FPA8.1.A.2 FPA8.1.A.3 FPA8.1.A.4 FPA8.1.A.5 FPA8.1.A.6 FPA8.2.A.1 FPA8.2.A.2 FPA8.2.A.3 FPA8.2.A.4 FPA8.3.A.1 FPA8.3.A.2 FPA8.3.A.3 FPA8.4.A.1 FPA8.4.A.3</p>	<p>Unit 4: Students will:</p> <ul style="list-style-type: none"> • Identify characteristics of or facts about Mound Builder artworks. For example, many were found buried in mounds, and portraits were made in copper. • Demonstrate the use of shape in a portrait by making a collograph plate and prints. • Identify characteristics of or facts about Mound Builder jewelry. For example, ear spools were worn like earrings and had pictures scratched into the flat surface. • Demonstrate the use of line, shape, and form by making clay ear spool models. • Identify characteristics of or facts about Woodland birch bark works. For example, they were made from the bark of a birch tree and they had designs scratched into the

	FPA8.4.A.4	<p>surface.</p> <ul style="list-style-type: none"> • Demonstrate the use of form, symbols, and color by designing a birch bark canoe model. • Identify characteristics of or facts about art of the Mound Builders or Eastern Woodland Indians. • Identify characteristics of selected masterworks in other artworks.
<p>Unit 5: Native Peoples of the Plains Lesson 1: Plains Clothing, Part 1 Lesson 2: Plains Clothing, Part 2 Lesson 3: Plains Clothing, Part 3 Lesson 4: Hide Creations, Part 1 Lesson 5: Hide Creations, Part 2 Lesson 6: Reading, Review, and Wrap-Up</p>	<p>FPA8.1.A.1 FPA8.1.A.2 FPA8.1.A.3 FPA8.1.A.4 FPA8.1.A.5 FPA8.1.A.6 FPA8.2.A.1 FPA8.2.A.2 FPA8.2.A.3 FPA8.2.A.4 FPA8.3.A.1 FPA8.3.A.2 FPA8.3.A.3 FPA8.4.A.1 FPA8.4.A.3 FPA8.4.A.4</p>	<p>Unit 5: Students will:</p> <ul style="list-style-type: none"> • Identify characteristics of or facts about Plains clothing. For example, it was made of hide and it had designs made of quills or glass beads. Demonstrate the ability to sew various stitches and lark's head knots by designing a fabric shirt. • Identify characteristics of or facts about Plains bags. For example, they were made of hide and many have symmetrical designs made of glass beads. • Demonstrate the use of line, shape, symmetry, and color by designing a paper saddlebag. • Identify characteristics of or facts about the art of the Plains Indians. • Identify characteristics of selected masterworks in other artworks.
<p>Unit 6: Early American Art for the Home Lesson 1: Samplers, Part 1 Lesson 2: Samplers, Part 2 Lesson 3: Painted Furniture, Part 1 Lesson 4: Painted Furniture, Part 2 Lesson 5: Limner Portraits, Part 1 Lesson 6: Limner Portraits, Part 2 Lesson 7: Limner Portraits, Part 3 Lesson 8: Stencil Painting, Part 1 Lesson 9: Stencil Painting, Part 2 Lesson 10: Folk Art Farms, Part 1 Lesson 11: Folk Art Farms, Part 2 Lesson 12: Reading, Review, and Wrap-Up</p>	<p>FPA8.1.A.1 FPA8.1.A.2 FPA8.1.A.3 FPA8.1.A.4 FPA8.1.A.5 FPA8.2.A.1 FPA8.2.A.2 FPA8.2.A.3 FPA8.2.A.4 FPA8.3.A.1 FPA8.3.A.2 FPA8.3.A.3 FPA8.4.A.1 FPA8.4.A.3 FPA8.4.A.4</p>	<p>Unit 6: Students will:</p> <ul style="list-style-type: none"> • Identify characteristics of or facts about samplers. For example, schoolgirls sewed samplers, and many samplers had alphabets. • Demonstrate the use of lettering, pattern, and detail by creating a paper sampler. • Identify characteristics of or facts about early American furniture. For example, Dutch and German immigrants made many pieces of furniture, and many pieces were decorated with painted pictures. • Demonstrate the use of detail and color by making a model of a painted cabinet or chest. • Identify characteristics of or facts about limner portraits. For example, self-taught artists made them, and they include objects that tell about the person posing. • Demonstrate the ability to draw a portrait through the use of detail, representational color, and realistic facial features. • Identify characteristics of or facts about early American stencil art. For example, artists made stencil art by dabbing or brushing paint through cutout shapes. • Demonstrate the use of shape and composition by making a stenciled scene. • Identify characteristics of or facts about folk art landscapes of early America. For example, many show farm scenes and they show the illusion of space. • Demonstrate the ability to show the illusion of space through the use of detail and the sizes of different objects by creating a farm landscape. • Identify characteristics of or facts about early American art for the home.

		<ul style="list-style-type: none"> Identify characteristics of selected masterworks in other artworks.
<p>Unit 7: Art for the New Nation</p> <p>Lesson 1: The Peale Family of Painters, Part 1</p> <p>Lesson 2: The Peale Family of Painters, Part 2</p> <p>Lesson 3: Audobon's Birds of America, Part 1</p> <p>Lesson 4: Audobon's Birds of America, Part 2</p> <p>Lesson 5: Audobon's Birds of America, Part 3</p> <p>Lesson 6: Federal Architecture, Part 1</p> <p>Lesson 7: Federal Architecture, Part 2</p> <p>Lesson 8: Patriotic Sculpture, Part 1</p> <p>Lesson 9: Patriotic Sculpture, Part 2</p> <p>Lesson 10: Portrait with a Hat, Part 1</p> <p>Lesson 11: Portrait with a Hat, Part 2</p> <p>Lesson 12: Portrait with a Hat, Part 3</p> <p>Lesson 13: Reading, Review, and Wrap-Up</p>	<p>FPA8.1.A.1</p> <p>FPA8.1.A.2</p> <p>FPA8.1.A.3</p> <p>FPA8.1.A.4</p> <p>FPA8.1.A.5</p> <p>FPA8.1.A.6</p> <p>FPA8.2.A.1</p> <p>FPA8.2.A.2</p> <p>FPA8.2.A.3</p> <p>FPA8.2.A.4</p> <p>FPA8.3.A.1</p> <p>FPA8.3.A.2</p> <p>FPA8.3.A.3</p> <p>FPA8.4.A.1</p> <p>FPA8.4.A.2</p> <p>FPA8.4.A.3</p> <p>FPA8.4.A.4</p>	<p>Unit 7: Students will:</p> <ul style="list-style-type: none"> Identify characteristics of or facts about paintings by the Peale family. For example, they are representational and many are portraits and still lifes. Demonstrate the ability to draw a realistic still life through the use of shape, texture, color, and detail. Identify events in the life of John James Audubon or characteristics of his art. For example, he traveled around the United States painting different birds and his paintings are representational. Demonstrate the use of shape, texture, detail, and color by making a realistic painting of a bird. Identify characteristics of or facts about Federal architecture. For example, ancient Greek and Roman architecture inspired its design and its design is simple and organized. Demonstrate the use of line, shape, symmetry, and balance in a gate design. Identify characteristics of or facts about early American sculptures. For example, many show patriotic subjects and they are realistic. Demonstrate the use of form, detail, and color in a clay self-portrait showing a brave activity. Identify ways Thomas Sully made a portrait look representational. For example, he used realistic shapes for facial features and he used lifelike colors. Demonstrate the ability to draw a representational self-portrait through the use of line, shape, texture, detail, and color. Identify characteristics of or facts about American Post-Revolutionary art or architecture. Identify events in the life of selected artists or characteristics of their art. Identify characteristics of selected masterworks in other artworks.
<p>Unit 8: America: Untamed Territory</p> <p>Lesson 1: Hudson River Landscapes, Part 1</p> <p>Lesson 2: Hudson River Landscapes, Part 2</p> <p>Lesson 3: Train to the West, Part 1</p> <p>Lesson 4: Train to the West, Part 2</p> <p>Lesson 5: Catlin Portraits, Part 1</p> <p>Lesson 6: Catlin Portraits, Part 2</p> <p>Lesson 7: Catlin Portraits, Part 3</p> <p>Lesson 8: Seascapes, Part 1</p> <p>Lesson 9: Seascapes, Part 2</p> <p>Lesson 10: Seascapes, Part 3</p> <p>Lesson 11: Daguerreotypes, Part 1</p> <p>Lesson 12: Daguerreotypes, Part 2</p> <p>Lesson 13: Leisure Time</p> <p>Lesson 14: Reading, Review, and Wrap-Up</p>	<p>FPA8.1.A.1</p> <p>FPA8.1.A.2</p> <p>FPA8.1.A.3</p> <p>FPA8.1.A.4</p> <p>FPA8.1.A.5</p> <p>FPA8.2.A.1</p> <p>FPA 8.2.A.2</p> <p>FPA8.2.A.3</p> <p>FPA8.2.A.4</p> <p>FPA 8.3.A.1</p> <p>FPA8.3.A.2</p> <p>FPA8.3.A.3</p> <p>FPA8.4.A.1</p> <p>FPA8.4.A.3</p> <p>FPA8.4.A.4</p>	<p>Unit 8: Students will:</p> <ul style="list-style-type: none"> Identify characteristics of or facts about Hudson River School paintings. For example, they are grand landscapes showing wild America and they are representational. Demonstrate the ability to draw a representational landscape through the use of shape, detail, texture, and color. Identify characteristics of or facts about Currier & Ives prints. For example, they show American landscapes and they were very popular. Demonstrate the ability to draw realistically by showing the illusion of space and by adding detail and color. Identify events in the life of George Catlin or characteristics of his art. For example, he traveled across the American wilderness and he documented the lives of Indians in his

		<p>portraits.</p> <ul style="list-style-type: none">• Demonstrate the ability to draw a representational portrait by making realistic facial features and by using shape, detail, and color.• Identify characteristics of or facts about American seascapes of the 1800s. For example, they show many kinds of water scenes and they tell stories.• Demonstrate the use of shape, detail, and color in a seascape.• Identify characteristics of or facts about daguerreotypes. For example, they were the first photographs and many were hand-colored.• Demonstrate the use of shape, detail, and color by making a hand-colored photograph in a paper frame.• Identify characteristics of or facts about early American posters. For example, many illustrate different kinds of entertainment and many were used for advertising.• Demonstrate the use of detail and lettering in a poster design that shows an entertaining event you attended.• Identify characteristics of or facts about American art of the 1800s.• Identify events in the life of selected artists or characteristics of their art.• Identify characteristics of selected masterworks in other artworks.
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