

# 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-FA6F1	Grade Level	6
Course Name	WOL-Intermediate Art B-6	# of Credits	NA
SCED Code	NA	Curriculum Type	K12 Fuel Education

### COURSE DESCRIPTION

Intermediate Art: World B is designed to complement the World History: Our Modern World, 1400 to 1917 course.

Following the timeline of the K12 History program, lessons introduce students to the artists, cultures, and great works of world art and architecture from Renaissance through modern times.

Students will:

- Study and create various works of art from the Renaissance and beyond.
- Discover great works of art and see how they influenced later artists.
- Compare and contrast works from many civilizations, from paintings to sculpture, architecture, book covers, prints, and more.
- Analyze how artists use elements like color and shape, and principles like balance and pattern, to create pleasing designs and compositions.
- Study the various techniques and processes to produce different effects in drawings, paintings, prints, and sculptures.
- Learn how artists decorate objects like book covers, wallpaper, and fabrics.
- Create artworks inspired by works they learn about, using many materials and techniques; for example, after studying the Tempietto by Bramante and Fallingwater by Frank Lloyd Wright, students design their own model of a building. And after studying expressive portrait paintings by Rembrandt, Judith Leyster, and Pablo Picasso, they make expressive self- portraits.

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
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.

## WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
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 Artist's Eye Lesson 1: An Artist's Role Lesson 2: An Artist's Role: Studio Lesson 3: Styles of Art Lesson 4: Styles of Art: Studio Lesson 5: Color Choices Lesson 6: Color Choices: Studio Lesson 7: Composing Artworks Lesson 8: Composing Artworks: Studio Lesson 9: Review, and Wrap Up	FPA8.1.A.1 FPA8.1.A.2 FPA8.1.A.3 FPA8.1.A.4 FPA8.1.A.5 FPA8.1.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.2 FPA8.4.A.3 FPA8.4.A.4	Unit 1: Students will: Identify roles of an artist. <ul style="list-style-type: none"> <li>● Draw a self-portrait using realistic facial features, detail, proportion, and life- like color.</li> <li>● Recognize the influence art exhibits have on artists and the general public.</li> <li>● Identify that artworks with similar characteristics have been grouped into periods or styles.</li> <li>● Create a model of an art gallery with a unified design.</li> <li>● Create a model of an art gallery with a unified design.</li> <li>● Identify the roles of an artist.</li> <li>● Recognize the influence art exhibits have on artists and the general public.</li> <li>● Identify that artworks with similar characteristics have been grouped into periods or styles.</li> <li>● Identify the effect color has in an artwork.</li> <li>● Identify colors and color schemes as primary, secondary, or intermediate; warm or cool; monochromatic, analogous, or complementary.</li> <li>● Make a painting using one color scheme.</li> <li>● Identify the use of the elements of art and principles of design in artworks.</li> <li>● Plan compositions using different art elements and design principles.</li> <li>● Plan compositions using different art elements and design principles.</li> </ul>
Unit 2: Modern American Painting: From Impressionism to Pop Art Lesson 1: First Impressions Lesson 2: First Impressions: Studio 1 Lesson 3: First Impressions: Studio 2 Lesson 4: People on the Move Lesson 5: People on the Move: Studio 1 Lesson 6: People on the Move: Studio 2 Lesson 7: City Scenes Lesson 8: City Scenes: Studio 1 Lesson 9: Bold Blooms Lesson 10: Bold Blooms: Studio 1 Lesson 11: It's All About Color Lesson 12: It's All About Color: Studio 1 Lesson 13: Artful Comics Lesson 14: Artful Comics: Studio 1 Lesson 15: Review, and Wrap-Up	FPA8.1.A.1 FPA8.1.A.2 FPA8.1.A.3 FPA8.1.A.4 FPA8.1.A.5 FPA8.1.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.2 FPA8.4.A.3 FPA8.4.A.4	Unit 2 Students will: <ul style="list-style-type: none"> <li>● Identify characteristics of Impressionism in paintings by Mary Cassatt or John Twachtman.</li> <li>● Use color, brushstrokes, and form in an Impressionist portrait.</li> <li>● Identify how new technology influenced an artist or illustrator's vision.</li> <li>● Identify characteristics of Ashcan School works in a painting by John Sloan.</li> <li>● Use balance, detail, and color in a landscape featuring tourists and transportation.</li> <li>● Identify the use of the elements of art and principles of design in artworks.</li> <li>● Compare and contrast paintings that depict city scenes by Edward Hopper and Stuart Davis.</li> <li>● Create an abstract artwork of a city scene using shape, color, pattern, and balance.</li> <li>● Compare and contrast a realistic still life with a still life by</li> </ul>

**Scope and Sequence**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>Marsden Hartley.</p> <ul style="list-style-type: none"> <li>● Use shape, rhythm, balance, and color in a still life painting.</li> <li>● Use shape, repetition, balance, and color in a still life painting.</li> <li>● Compare and contrast paintings by Mark Rothko and Josef Albers.</li> <li>● Make a nonrepresentational painting based on shape and color.</li> <li>● Identify characteristics of Pop Art in an artwork by Roy Lichtenstein.</li> <li>● Use line, shape, and color in a comic-inspired portrait.</li> <li>● Identify the use of the elements of art and the principles of design in artworks.</li> </ul>
<p>Unit 3: New Ideas in Sculpture</p> <p>Lesson 1: Horsing Around</p> <p>Lesson 2: Horsing Around: Studio 1</p> <p>Lesson 3: Memorials: Meet Maya Lin</p> <p>Lesson 4: Memorials: Studio</p> <p>Lesson 5: Calder's Creations</p> <p>Lesson 6: Calder's Creations: Studio 1</p> <p>Lesson 7: Sculptural Wall</p> <p>Lesson 8: Sculptural Wall: Studio 1</p> <p>Lesson 9: Sculptural Wall: Studio 2</p> <p>Lesson 10: 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 3: Students will:</p> <ul style="list-style-type: none"> <li>● Compare and contrast horse sculptures by Frederic Remington and Deborah Butterfield.</li> <li>● Use form in a found object sculpture of a horse.</li> <li>● Identify a reason artists make memorials.</li> <li>● Identify events in the life of Maya Lin or characteristics of her artwork.</li> <li>● Use form in a model of a memorial.</li> <li>● Identify the use of elements of art and principles of design in sculptures.</li> <li>● Identify characteristics of or facts about Alexander Calder's sculptures.</li> <li>● Use shape, variety, contrast, and unity in a model (maquette) of a monumental sculpture.</li> <li>● Identify characteristics of or facts about the art of Louise Nevelson.</li> <li>● Use rhythm, variety, and unity in a found object sculpture.</li> <li>● Compare and contrast American sculptures</li> </ul>
<p>Unit 4: The Camera and the Brush</p> <p>Lesson 1: Stop Action Pictures</p> <p>Lesson 2: Stop Action Pictures: Studio</p> <p>Lesson 3: Off the Beaten Path: Focus on Thomas Moran</p> <p>Lesson 4: Off the Beaten Path: Studio 1</p> <p>Lesson 5: Off the Beaten Path: Studio 2</p> <p>Lesson 6: She Sells Seashells</p> <p>Lesson 7: She Sells Seashells: Studio 1</p> <p>Lesson 8: She Sells Seashells: Studio 2</p> <p>Lesson 9: Gears, Bolts, and Pipes</p> <p>Lesson 10: Gears, Bolts, and Pipes: Studio 1</p> <p>Lesson 11: Gears, Bolts, and Pipes: Studio 2</p> <p>Lesson 12: 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 4: Students will:</p> <ul style="list-style-type: none"> <li>● Identify how Eadweard Muybridge's motion photography influenced painters. Identify characteristics of or facts about Eadweard Muybridge's photographs.</li> <li>● Use repetition to create movement in a flipbook. Identify events in the life of Thomas Moran, or characteristics of his work.</li> <li>● Create a landscape using realistic shape, detail, and color.</li> <li>● Identify characteristics of or facts about artworks by Georgia O'Keeffe or Edward Weston.</li> <li>● Use line, value, shading, and emphasis in an artwork depicting a shell. Identify how Eadweard Muybridge's motion photography influenced painters.</li> <li>● Identify characteristics of or facts about Eadweard Muybridge's photographs.</li> <li>● Identify events in the life of Thomas Moran, or characteristics of his work. Use line, value, shading, and emphasis in an artwork depicting a shell.</li> </ul>

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> <li>● Identify characteristics of or facts about the art of Lewis Hine or Charles Sheeler.</li> <li>● Create an abstract painting of industrial features using shape, balance, and value.</li> <li>● Recognize that artists influence one another.</li> <li>● Identify characteristics of or facts about the art of Eadweard Muybridge, Edward Weston, Georgia O'Keeffe, Lewis Hine, or Charles Sheeler.</li> <li>● Identify events in the life of Thomas Moran, or characteristics of Moran's art.</li> </ul>
<p>Unit 5: The Architect at Work</p> <p>Lesson 1: Scraping the Sky: The Flatiron Building</p> <p>Lesson 2: Scraping the Sky: The Flatiron Building, Studio 1</p> <p>Lesson 3: Scraping the Sky: The Flatiron Building, Studio 2</p> <p>Lesson 4: Scraping the Sky: The Chrysler and Empire State Buildings</p> <p>Lesson 5: Scraping the Sky: The Chrysler and Empire State Buildings</p> <p>Lesson 6: Modern Museums for Modern Art</p> <p>Lesson 7: Modern Museums for Modern Art: Studio 1</p> <p>Lesson 8: Modern Museums for Modern Art: Studio 2</p> <p>Lesson 9: 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 5: Students will:</p> <ul style="list-style-type: none"> <li>● Identify characteristics of or facts about the architecture of Daniel Burnham.</li> <li>● Use shape and clay techniques in a clay façade of a skyscraper.</li> <li>● Identify characteristics of or facts about the architecture of William Van Alen and Shreve, Lamb, and Harmon.</li> <li>● Use shape and pattern in a print of a skyscraper.</li> <li>● Identify characteristics of or facts about the architecture of Daniel Burnham.</li> <li>● Identify characteristics of or facts about the design of art museums by Frank Lloyd Wright, I.M. Pei, or Frank O. Gehry.</li> <li>● Use shape and form in a model of an art museum.</li> <li>● Identify characteristics of or facts about the architecture of Daniel Burnham, William Van Alen, Shreve, Lamb, and Harmon, Frank O. Gehry, Frank Lloyd Wright, or I.M. Pei.</li> </ul>
<p>Unit 6: Colorful Traditions</p> <p>Lesson 1: Magnificent Molasses</p> <p>Lesson 2: Magnificent Molasses</p> <p>Lesson 3: Fanciful Animals</p> <p>Lesson 4: Fanciful Animals: Studio 1</p> <p>Lesson 5: Fanciful Animals: Studio 2</p> <p>Lesson 6: Arpilleras</p> <p>Lesson 7: Arpilleras: Studio 1</p> <p>Lesson 8: Arpilleras: Studio 2</p> <p>Lesson 9: Kapa Apana</p> <p>Lesson 10: Kapa Apana: Studio 1</p> <p>Lesson 11: Traditional Weaving</p> <p>Lesson 12: Traditional Weaving</p> <p>Lesson 13: 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 6: Students will:</p> <ul style="list-style-type: none"> <li>● Recognize that people decorate functional objects. Identify characteristics of or facts about molasses.</li> <li>● Use shape, pattern, and color in a paper mola design.</li> <li>● Identify characteristics of or facts about Zapotec woodcarvings.</li> <li>● Use form, pattern, and color in a sculpture of an animal.</li> <li>● Identify characteristics of or facts about Zapotec woodcarvings.</li> <li>● Recognize that people decorate functional objects.</li> <li>● Identify characteristics of or facts about molasses.</li> <li>● Identify characteristics of or facts about arpilleras. Use detail and placement in an arpillera design.</li> <li>● Identify characteristics of or facts about Hawaiian quilts called kapa apana.</li> <li>● Use radial balance, line, and contrast in a paper kapa apana design.</li> <li>● Recognize that people create artworks based on cultural traditions.</li> <li>● Identify characteristics of or facts about South and Central American weavings.</li> <li>● Use pattern and color in a paper weaving design. Identify characteristics of or facts about folk art from the Americas.</li> </ul>

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"><li>● Recognize that people decorate functional objects.</li><li>● Recognize that people create artworks based on cultural traditions.</li></ul>