

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-VA8F1	Grade Level	8
Course Name	WOL-World Art B	# of Credits	NA
SCED Code	NA	Curriculum Type	K12 Fuel Education

COURSE DESCRIPTION

K12 Intermediate Art: World B is designed to complement World History: Our Modern World, 1400 to 1917. Following the same historical timeline, lessons include an introduction to the artists, cultures, and great works of world art and architecture from the Renaissance through modern times. Students will study 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; and create artworks inspired by works they learn about.

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.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.4	Students demonstrate appropriate behavior in a variety of art settings.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Unit 1: Renaissance and Beyond Lesson 1.01: The Italian Renaissance: A Rebirth Lesson 1.02: The Italian Renaissance: A Rebirth, Studio Lesson 1.03: The Italian Renaissance: Meet Raphael Lesson 1.04: The Italian Renaissance: Meet Raphael, Studio	FPA8.1.1-6	<ul style="list-style-type: none"> • Recognize that artworks with similar characteristics are grouped into periods or styles. • Identify characteristics of Italian Renaissance art in works by Sandro Botticelli, Leonardo da Vinci, Michelangelo, and Raphael. • Use the pyramid configuration, realistic features, and atmospheric perspective in a portrait drawing. • Use the pyramid configuration, realistic features, and atmospheric perspective in a portrait drawing. • Read about artists and works of art. • Examine artworks online. • Identify events in the life of Raphael. • Identify characteristics of the art of Raphael. • Use the pyramid configuration, realistic features, and atmospheric perspective in a portrait drawing. • Use the pyramid configuration, realistic features, and atmospheric perspective in a portrait drawing. • Examine artworks online. • Complete Sketchbook drawings.
Unit 1: Renaissance and Beyond Lesson 1.05: The Italian Renaissance: Sense of Space Lesson 1.06: The Italian Renaissance: Sense of Space, Studio Lesson 1.07: The Northern Renaissance Lesson 1.08: The Northern Renaissance, Studio	FPA8.1.1-6	<ul style="list-style-type: none"> • Identify the use of one-point and atmospheric perspective in paintings by Leonardo da Vinci and Raphael. • Define the term perspective. • Use one-point perspective in a drawing of an interior. • Use one-point perspective in a drawing of an interior. • Recognize that artworks with similar characteristics are grouped into periods or styles. • Identify characteristics of Italian Renaissance art in works by Sandro Botticelli, Leonardo da Vinci, Michelangelo, and Raphael. • Identify events in the life of Raphael. • Identify characteristics of the art of Raphael. • Identify the use of one-point and atmospheric perspective in paintings by Leonardo da Vinci and Raphael. • Complete the Surf and Sketch activity. • Read about artists and works of art. • Identify characteristics of Northern Renaissance art in works by Albrecht Dürer and Pieter Bruegel the Elder. • Use shape, texture, and detail in a drawing. • Use shape, texture, and detail in a drawing of something in nature. • Examine artworks online. • Complete Sketchbook drawings.
Unit 1: Renaissance and Beyond Lesson 1.09: Inspired by the Past, Rebellious Against It Lesson 1.10: Inspired by the Past, Rebellious Against It, Studio	FPA8.1.1-6	<ul style="list-style-type: none"> • Identify ways artists are influenced by other artists or by other styles or periods of art. • Compare and contrast Renaissance and Baroque sculpture by Michelangelo and Bernini. • Use form, detail, and the contrapposto pose in a clay figure inspired by Classical and Renaissance sculpture. • Use form, detail, and a pose with movement in a clay figure inspired by Baroque sculpture. • Use form, detail, and the contrapposto pose in a clay figure inspired by Classical and Renaissance sculpture. • Use form, detail, and a pose with movement in a clay figure inspired by Baroque sculpture. • Read about artists and works of art.
Unit 1: Renaissance and Beyond Lesson 1.11: Exploration and Renaissance Art Lesson 1.12: Exploration and Renaissance Art, Studio	FPA8.1.1-6	<ul style="list-style-type: none"> • Identify ways the arts from Africa, China, and the Islamic world influenced artists or patrons of Renaissance Europe. • Make a clay plate using pattern and designs, or make a clay model of a saltcellar using form, detail, and pattern.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Make a clay plate using pattern and designs, or make a clay model of a saltcellar using form, detail, and pattern. • Examine artworks online. • Complete Sketchbook drawings.
Unit 1: Renaissance and Beyond Lesson 1.13: Review and Wrap-Up Lesson 1.14: Your Choice	FPA 8.2.A.1-4 FPA 8.3.A.1-3 FP8.4.1-4	<ul style="list-style-type: none"> • Renaissance and Beyond Unit assessment will test student's ability to: • Recognize that artworks with similar characteristics are grouped into periods or styles. • Identify ways artists are influenced by other artists or by other styles or periods of art. • Compare and contrast Renaissance and Baroque sculpture by Michelangelo and Bernini. • Identify characteristics of Italian and Northern Renaissance art in works by Sandro Botticelli, Leonardo da Vinci, Michelangelo, Raphael, Albrecht Dürer, and Pieter Bruegel the Elder. • Identify ways the arts from Africa and Asia influenced artists or patrons of Europe. • Complete Sketchbook drawings.
Unit 2: Eye on Design Lesson 2.01: Color My World Lesson 2.02: Color My World, Studio 1 Lesson 2.03: Color My World, Studio 2	FPA8.1.1-6	<ul style="list-style-type: none"> • Identify ways Jean-Baptiste-Siméon Chardin, Paul Gauguin, André Derain, and Mark Rothko use color in paintings. • Compare and contrast the use of color in Naturalistic and Fauve art in works by Jean-Baptiste-Siméon Chardin and André Derain. • Use a chosen color scheme in a still life painting.
Unit 2: Eye on Design Lesson 2.04: Movers and Shakers Lesson 2.05: Movers and Shakers, Studio 1 Lesson 2.06: Movers and Shakers, Studio 2	FPA8.1.1-6	<ul style="list-style-type: none"> • Use a chosen color scheme in a still life painting. • Examine artworks online. • Complete Sketchbook drawings. • Identify ways Edgar Degas, Utagawa Hiroshige, and Giacomo Balla show movement in artworks. • Use line, shape, or repetition to show movement in an artwork.
Unit 2: Eye on Design	FPA8.1.1-6	Use line, shape, or repetition to show movement in an artwork.
Unit 2: Eye on Design Lesson 2.07: African and Asian Art: Sense of Design Lesson 2.08: African and Asian Art: Sense of Design, Studio	FPA8.1.1-6	<ul style="list-style-type: none"> • Use line, shape, or repetition to show movement in an artwork. • Identify ways Jean-Baptiste-Siméon Chardin, Paul Gauguin, André Derain, and Mark Rothko use color in paintings. • Compare and contrast the use of color in Naturalistic and Fauve art in works by Jean-Baptiste-Siméon Chardin and André Derain. • Identify ways Edgar Degas, Utagawa Hiroshige, and Giacomo Balla show movement in artworks. • Examine artworks online. • Recognize that artists use the elements of art and principles of design in artworks. • Identify ways African and Japanese artists use the elements of art and principles of design in their art. • Use diagonal lines, simplified shapes, patterns, and color in a design inspired by African masks and Japanese prints. • Examine artworks online. • Complete Sketchbook drawings.
Unit 2: Eye on Design Lesson 2.09: Composition: Pulling It All Together Lesson 2.10: Composition: Pulling It All Together, Studio 1 Lesson 2.11: Composition: Pulling It All Together, Studio 2	FPA8.1.1-6	<ul style="list-style-type: none"> • Identify compositional characteristics in paintings by Diego Velázquez and Titian. • Use the elements of art and principles of design in a composition. • Examine artworks online. • Complete Sketchbook drawings.
Unit 2: Eye on Design Lesson 2.12: Review and Wrap-Up	FPA 8.2.A.1-4 FPA 8.3.A.1-3	<ul style="list-style-type: none"> • Eye on Design Unit assessment will test student's ability to:

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Lesson 2.13: Your Choice	FP8.4.1-4	<ul style="list-style-type: none"> • Identify ways Jean-Baptiste-Siméon Chardin, Paul Gauguin, André Derain, and Mark Rothko use color in paintings. • Compare and contrast the use of color in Naturalistic and Fauve art in works by Jean-Baptiste-Siméon Chardin and André Derain. • Identify ways Edgar Degas, Utagawa Hiroshige, and Giacomo Balla show movement in artworks. • Recognize that artists use the elements of art and principles of design in artworks. • Identify ways African and Japanese artists use the elements of art and principles of design in their art. • Identify compositional characteristics in paintings by Diego Velázquez and Titian. • Complete Sketchbook drawings.
Unit 3: It's All in the Technique Lesson 3.01: Come to the Point: Drawing Techniques Lesson 3.02: Come to the Point: Drawing Techniques, Studio	FPA8.1.1-6	<ul style="list-style-type: none"> • Recognize that artists use various techniques to produce different effects in their drawings. • Identify techniques used in drawings by Michelangelo, Leonardo da Vinci, and Vincent van Gogh. • Use a variety of drawing techniques in a drawing. • Use a variety of drawing techniques in a drawing. • Examine artworks online. • Complete Sketchbook drawings.
Unit 3: It's All in the Technique Lesson 3.03: Brushstrokes and Blending: Painting Techniques Lesson 3.04: Brushstrokes and Blending: Painting Techniques, Studio 1 Lesson 3.05: Brushstrokes and Blending: Painting Techniques, Studio 2	FPA8.1.1-6	<ul style="list-style-type: none"> • Identify techniques used in paintings by John James Audubon, Pierre-Auguste Renoir, and Paul Signac. • Use a variety of painting techniques in a painting. • Recognize that artists use various techniques to produce different effects in their drawings. • Identify techniques used in drawings by Michelangelo, Leonardo da Vinci, and Vincent van Gogh. • Identify techniques used in paintings by John James Audubon, Pierre-Auguste Renoir, and Paul Signac. • Examine artworks online. • Read about artists and works of art.
Unit 3: It's All in the Technique Lesson 3.06: Let Me Repeat Myself: Printing Techniques Lesson 3.07: Let Me Repeat Myself: Printing Techniques, Studio	FPA8.1.1-6	<ul style="list-style-type: none"> • Manufacturers suggest that children not use craft knives. Always have an adult help you when using craft knives and other sharp objects. • Manufacturers suggest that children not use craft knives. Always have an adult help you when using craft knives and other sharp objects.
Unit 3: It's All in the Technique Lesson 3.08: The Third Dimension: Sculpture Techniques Lesson 3.09: The Third Dimension: Sculpture Techniques, Studio 1 Lesson 3.10: The Third Dimension: Sculpture Techniques, Studio 2	FPA8.1.1-6	<ul style="list-style-type: none"> • Manufacturers suggest that children not use craft glue guns. Ask an adult to help you.
Unit 3: It's All in the Technique Lesson 3.11: Review and Wrap-Up Lesson 3.12: Your Choice	FPA 8.2.A.1-4 FPA 8.3.A.1-3 FP8.4.1-4	<p>It's All in the Technique Unit assessment will test student's ability to:</p> <ul style="list-style-type: none"> • Recognize that artists use various techniques to produce different effects in their drawings. • Identify techniques used in drawings by Michelangelo, Leonardo da Vinci, and Vincent van Gogh. • Identify techniques used in paintings by John James Audubon, Pierre-Auguste Renoir, and Paul Signac. • Compare and contrast techniques used in Naturalistic and Impressionist paintings in works by John James Audubon and Pierre-Auguste Renoir.

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		<ul style="list-style-type: none"> • Identify techniques used in prints by Albrecht Dürer, Henri de Toulouse-Lautrec, and Andy Warhol. • Identify techniques used in sculptures by Donatello, Michelangelo, Auguste Rodin, and Marisol Escobar. • Complete Sketchbook drawings
Unit 4: Themes in Art: The Artist's Vision Lesson 4.01: Expressive Portraits Lesson 4.02: Expressive Portraits, Studio 1 Lesson 4.03: Expressive Portraits, Studio 2 Lesson 4.04: Expressive Portraits, Studio 3	FPA8.1.1-6	<ul style="list-style-type: none"> • Recognize that artists have different ways of portraying the same theme or subject. • Identify characteristics of portraits by Judith Leyster, Rembrandt, and Pablo Picasso. • Make a self-portrait with facial features that show expression. • Examine artworks online. • Complete Sketchbook drawings.
Unit 4: Themes in Art: The Artist's Vision Lesson 4.05: Visions of Nature Lesson 4.06: Visions of Nature, Studio 1 Lesson 4.07: Visions of Nature, Studio 2	FPA8.1.1-6	<ul style="list-style-type: none"> • Identify characteristics of landscapes by Thomas Cole, Vincent van Gogh, Shen Zhou, and Ansel Adams. • Use brushstrokes and color in a landscape. • Recognize that artists have different ways of portraying the same theme or subject. • Identify characteristics of landscapes by Thomas Cole, Vincent van Gogh, Shen Zhou, and Ansel Adams. • Identify characteristics of portraits by Rembrandt, Judith Leyster, and Pablo Picasso. • Examine artworks online. • Complete Sketchbook drawings.
Unit 4: Themes in Art: The Artist's Vision Lesson Picasso Lesson 4.09: A Changing Vision: Meet Pablo Picasso, Studio 1 Lesson 4.10: A Changing Vision: Meet Pablo Picasso, Studio 2	FPA8.1.1-6	<ul style="list-style-type: none"> • Read about artists and works of art. • Use simplified shape, multiple viewpoints, and color in a Cubist design. • Examine artworks online. • Complete Sketchbook drawings.
Unit 4: Themes in Art: The Artist's Vision Lesson 4.11: Review and Wrap-Up Lesson 4.12: Your Choice	FPA 8.2.A.1-4 FPA 8.3.A.1-3 FP8.4.1-4	<ul style="list-style-type: none"> • Themes in art Unit assessment will test student's ability to: • Recognize that artists have different ways of portraying the same theme or subject. • Identify characteristics of landscapes by Thomas Cole, Vincent van Gogh, Shen Zhou, and Ansel Adams. • Identify characteristics of portraits by Rembrandt, Judith Leyster, and Pablo Picasso. • Identify events in the life of Pablo Picasso or characteristics of his art. • Describe characteristics of Cubist art in works by Pablo Picasso. • Complete Sketchbook drawings.
Unit 5: Function and Beauty Lesson 5.01: Cover to Cover: Artistic Bookbinding Lesson 5.02: Cover to Cover: Artistic Bookbinding, Studio 1 Lesson 5.03: Cover to Cover: Artistic Bookbinding, Studio 2	FPA8.1.1-6	<ul style="list-style-type: none"> • Identify characteristics of book covers made by Islamic, French, and Russian artists. • Use symbols and patterns in a book cover design. • Examine artworks online. • Complete Sketchbook drawings.
Unit 5: Function and Beauty Lesson 5.04: Meet William Morris: The Arts and Crafts Movement Lesson 5.05: Meet William Morris: The Arts and Crafts Movement, Studio 1 Lesson 5.06: Meet William Morris: The Arts and Crafts Movement, Studio 2 Lesson 5.07: Meet William Morris: The Arts and Crafts Movement, Studio 3	FPA8.1.1-6	<ul style="list-style-type: none"> • Identify ways artists add beauty to functional objects. • Identify events in the life of William Morris. • Identify characteristics of the art of William Morris. • Use line, shape, pattern, and detail in a design for the decoration of a functional object. • Examine artworks online. • Complete Sketchbook drawings.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Unit 5: Function and Beauty Lesson 5.08: Review and Wrap-Up Lesson 5.09: Your Choice	FPA 8.2.A.1-4 FPA 8.3.A.1-3 FP8.4.1-4	<ul style="list-style-type: none"> • Function and Beauty Unit assessment will test student's ability to: • Identify characteristics of book covers made by Islamic, French, and Russian artists. • Identify ways artists add beauty to functional objects. • Identify events in the life of William Morris. • Identify characteristics of the art of William Morris. • Complete Sketchbook drawings.
Unit 6: Architecture and Environments: Renaissance Through Modern Buildings Lesson 6.01: Shapes and Forms in Buildings Lesson 6.02: Shapes and Forms in Buildings, Studio 1 Lesson 6.03: Shapes and Forms in Buildings, Studio 2 Lesson 6.04: Shapes and Forms in Buildings, Studio 3	FPA8.1.1-6	<ul style="list-style-type: none"> • Recognize that architects add beauty to buildings where people live, play, work, and worship. • Identify characteristics and features of Renaissance and Modernist buildings designed by Donato Bramante, Joseph Paxton, Frank Lloyd Wright, and I.M. Pei. • Use shape and form in a model of a building. • Examine artworks online. • Complete Sketchbook drawings.
Unit 6: Architecture and Environments: Renaissance Through Modern Buildings Lesson 6.05: Artistry at Building Sites Lesson 6.06: Artistry at Building Sites, Studio 1 Lesson 6.07: Artistry at Building Sites, Studio 2	FPA8.1.1-6	<ul style="list-style-type: none"> • Identify characteristics of sculptures and artistic objects at architectural sites made by Gianlorenzo Bernini, Antoni Gaudí, David Smith, and Japanese artists. • Use shape, form, and detail in a sculpture or other artistic object for a model of an architectural site. • Recognize that architects add beauty to buildings where people live, play, work, and worship. • Identify characteristics and features of Renaissance and Modernist buildings designed by Donato Bramante, Joseph Paxton, Frank Lloyd Wright, and I.M. Pei. • Identify characteristics of sculpture and artistic objects at architectural sites made by Gianlorenzo Bernini, Antoni Gaudí, David Smith, and Japanese artists. • Examine artworks online. • Complete Sketchbook drawings.
Unit 6: Architecture and Environments: Renaissance Through Modern Buildings Lesson 6.08: Unique Spaces, Inside and Out Lesson 6.09: Unique Spaces, Inside and Out, Studio 1 Lesson 6.10: Unique Spaces, Inside and Out, Studio 2	FPA8.1.1-6	<ul style="list-style-type: none"> • Use line, shape, repetition, and detail in the design of a unique building interior. • Examine artworks online. • Complete Sketchbook drawings.
Unit 6: Architecture and Environments: Renaissance Through Modern Buildings Lesson 6.11: Review and Wrap-Up Lesson 6.12: Your Choice	FPA 8.2.A.1-4 FPA 8.3.A.1-3 FP8.4.1-4	Architecture and Environments Unit assessment will test student's ability to: <ul style="list-style-type: none"> • Recognize that architects add beauty to buildings where people live, play, work, and worship. • Identify characteristics and features of Renaissance and Modernist buildings designed by Donato Bramante, Joseph Paxton, Frank Lloyd Wright, and I.M. Pei. • Identify characteristics of sculpture and artistic objects at architectural sites made by Gianlorenzo Bernini, Antoni Gaudí, David Smith, and Japanese artists. • Identify characteristics of buildings designed by Oscar Niemeyer and I.M. Pei. • Complete Sketchbook drawings.