



Scope and Sequence

August-June

Karla Herrera

Art 1

Middle School 6th-8th grade year long sequence

Semester 1 (18 weeks)

Intro to art

- 1. Drawing Unit**
- 2. Painting Unit**
- 3. 3d art Unit**
- 4. Digital Art/Animation Unit**

Semester 2 (18 weeks)

Intermediate/Advanced Art

- 1. Drawing Unit**
- 2. Painting Unit**
- 3. 3d art unit**
- 4. Digital Art/Animation Unit**

Semester 1 Drawing Unit

Weeks	Lessons	Skills/ Methods	Learning Objectives
Week 1	Observational Drawing (pencil)	contour, value, shapes/forms	Students will be able to draw basic shapes and apply value to create the illusion of three-dimensional forms while utilizing colored pencil and inking techniques to enhance detail and depth.
Week 2	Monster Illustration colored pencil	gesture, shapes/form color value	Students will be able to create monster illustrations utilizing shape, form, and texture inspired by mythology and cultural storytelling to develop imaginative and expressive character designs.
Week 3	Perspective ink/colored pencil	horizon line vanishing point	Students will be able to create a one-point perspective drawing of their dream bedroom utilizing accurate perspective techniques, including the use of a horizon line, orthogonal lines, and a vanishing point to create depth and space.
Week 4	Grid Drawing ink	proportion, scaling	Students will be able to create a vector-style portrait of a comic or video game character using accurate proportion and scaling through grid methods while applying value, shading, and varied line weight to enhance their design.
Week 5	Summative Assessment portfolio cover	contour, proportion, scale, form, blending	During the portfolio review, students will be able to create a portfolio cover by synthesizing art elements and principles to develop a unique and personal composition that reflects their artistic growth.

VAPA Standards	ELD Standards	Formative Assessments
<p>Creating 7.VA:Cr2.1 Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design</p> <p>Students will be able to demonstrate persistence in developing drawing skills by experimenting with ink, pencil, and colored pencil techniques to create, refine, and enhance illustrative works of art.</p>	<p>Part 1: Interacting in Meaningful Ways, (B) Interpretive, (5) Listening actively to spoken English in a range of Social and Academic Context.</p> <p>Students will be able to actively listen and respond to peers during critiques and class discussions by utilizing art terminology related to the elements of art and principles of design to interpret and discuss artistic ideas in social and academic contexts.</p>	<ul style="list-style-type: none"> • purposeful questions to check for understanding (composition and drawing techniques) • rough sketches • progress monitoring (Observations during studio work) • Peer review critiques (use of art vocabulary and constructive feedback) • class discussions for artistic choice and technique

Lessons	Artist/Art History	Influences on students
Observational Drawing (pencil)	Henri Matisse-Fauvism	Guides students in loose gesture drawing through expressive contour lines focused on shape and form.
Monster Illustration colored pencil	Takashi Murakami-post modern/super flat	Guides students in creating simplified, vibrant character designs influenced by pop culture and anime with 3D form.
Perspective ink/colored pencil	M.C. Escher-surrealism, mathematical geometry	Guides students in building 3D space and understanding geometry and visual illusion.
Grid Drawing ink	Stan Lee, Jack Kirby, Steve Ditko-pop art movement	Guide students in using basic forms for accurate proportion, scale, and dynamic character design.

Semester 1 Painting Unit

Weeks	Lessons	Skills and Methods	Learning Objectives
Week 6	Color theory	Color mixing, tints, shades, tones, color scheme	Students will be able to paint a color wheel using watercolor and acrylic techniques while creating tints, shades, and tones through color mixing. Students will also create original color palettes using complementary and analogous color schemes.
Week 7	Watercolor song or soundtrack cover	glazing, flat wash, graded wash, wet on wet, silhouette	Students will be able to create a watercolor painting inspired by a song or soundtrack cover by incorporating imagery, symbolism, and strong composition to reflect the mood of the music.
Week 8	Animal fruits	Color mixing, tints, shades, tones, color scheme	Students will be able to create animal-fruit hybrid illustrations demonstrating shape and form while applying tints, shades, tones, and color schemes.
Week 9	Summative Assessment	Methods student choice (watercolor or painting)	Students will be able to paint a watercolor composition inspired by a chosen color palette while utilizing color relationships, imagery, and composition to convey mood.

VAPA Standards	ELD Standards	Formative Assessments
<p>Creating: 7.VA:Cr1.1 Apply methods to overcome creative blocks. Students will be able to apply various painting techniques and creative strategies to overcome creative blocks while creating symbolic compositions that communicate meaning and ideas.</p>	<p>Part I: Interacting in Meaningful ways, (A) Collaborative, (4) Adapting language choices to various contexts (based on task, purpose, audience and text type). Students will be able to collaboratively discuss and communicate mood, theme, and artistic intent by adapting art terminology related to composition and color theory for different purposes, audiences, and contexts.</p>	<ul style="list-style-type: none"> • purposeful questions to check for understanding (color theory painting techniques, and composition) • rough sketches • Observations (painting demos and studio work) • Peer review critiques (color theory and art vocabulary) • class discussions (analyzing symbolism, and techniques)

Lessons	Artist/Art History	Influences on students
Color theory	Van Gogh-Post Impressionism	Guides students in using color theory and expressive brushwork to enhance mood and composition.
Watercolor song playlist	Anne McCartney	Guides students in incorporating narrative storytelling and color theory to develop meaningful visual stories.
Animal fruits	Hayao Miyazaki-traditionalism, immersive realism	Guides students in creating folkloric, whimsical creatures and immersive, story-driven environments.
Summative Assessment	Bob Ross Rapid-impressionism	Guides students in building compositions through approachable painting techniques and structured landscape development.

Semester 1 3d design Unit

Weeks	Lessons	Skills methods	Learning Objectives
Week 10	3D paper sculpture	cutting, layering, folding	Students will be able to create a 3D shadow box using layering and simple shapes to show depth and composition.
Week 11	Ceramic techniques (air dry clay)	pinch, slab, coil, scratch, and slip	Students will be able to create miniature sculptures using scratch and slip, slab, coil, and pinch techniques.
Week 12	Summative Assessment- Cultural Food Project (air dry clay)	pinch, slab, coil, scratch, and slip, contour drawing, blending	Students will be able to create a sculptural cultural food piece and an illustrated recipe reflecting its historical and cultural significance.
Week 13	Summative Assessment- presentation	pinch, slab, coil, scratch, and slip, contour drawing, blending	Students will be able to present their artwork through a presentation explaining the cultural and historical influences behind their work.

VAPA Standards	ELD Standards	Formative Assessments
<p>Connecting 6.VA:Cn11 Analyze how art reflects changing times, traditions, resources, and cultural uses</p> <p>Students will be able to analyze how cultural traditions, changing times, and available resources influence the style and meaning of artworks.</p>	<p>Part 1: Interacting in Meaningful Ways, (C) Productive, (9) Expressing information and ideas in formal oral presentations on academic topics</p> <p>Students will be able to present information and ideas in a formal oral presentation by describing their artwork and explaining its cultural and historical influences.</p>	<ul style="list-style-type: none"> • purposeful questions to check for understanding (construction techniques and spacial relationships) • rough sketches and planning sheets • Observations during sculpting and assemblage • Peer review critiques on form and craftsmanship • class discussions problem solving 3d artworks

Lessons	Artist/Art History	Influences on students
shadow box	Joseph Cornell- assemblage art	Guides students in using everyday objects as symbolic storytelling tools in assemblage artwork.
miniature sculptures	Andrea Fábrega- contemporary art	Guides students in transforming simple forms into recognizable everyday objects.
Cultural food	Claes Oldenburg-pop art	Guides students in exploring scale, structure, and texture for staging and presenting sculptural works.

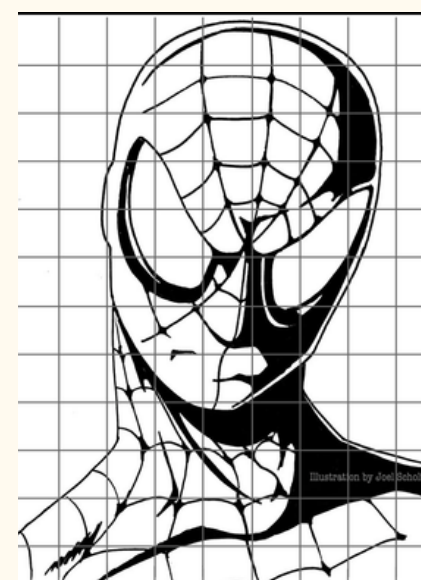
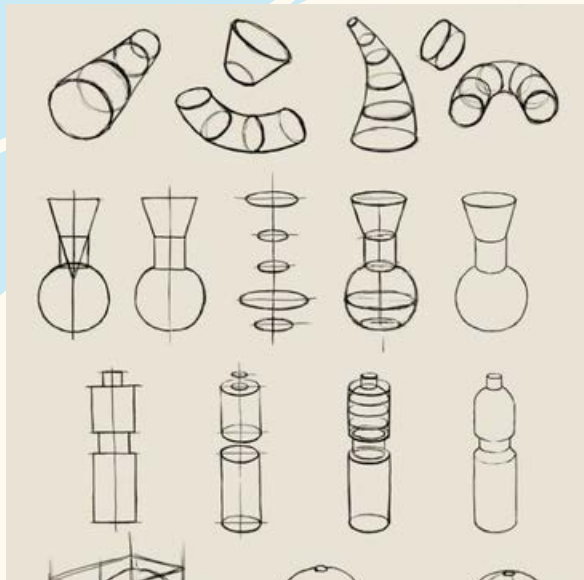
Semester 1 Digital Art Unit

Weeks	Lessons	Skills/Methods	Learning Objectives
Week 14	Skill Building tools introduction	pressure control layer management	Students will be able to use digital art tools in Procreate, including brushes, erasers, layers, and selection tools, to create digital artwork.
Week 15	Digital Illustration	transform tool clipping masks, sketching/inking	Students will be able to create a graphic animal portrait using flat colors and shapes while applying Procreate tools such as selection, color drop, layers, brush, and eraser.
Week 16	Digital Painting	palette creation custom brushes blending tool	Students will be able to create an anime-inspired environment using digital brushes, color theory, and blending techniques.
Week 17	Animation	12 principles of animation (squash and stretch	Students will be able to create a ball bounce animation demonstrating staging and timing principles.
Week 18	Summative Assessment- Stickers or cup design (career focus)	Pressure control, layer management	Students will be able to create a business-related illustration and apply terminology such as copyright and public domain while developing a basic plan for selling merchandise.

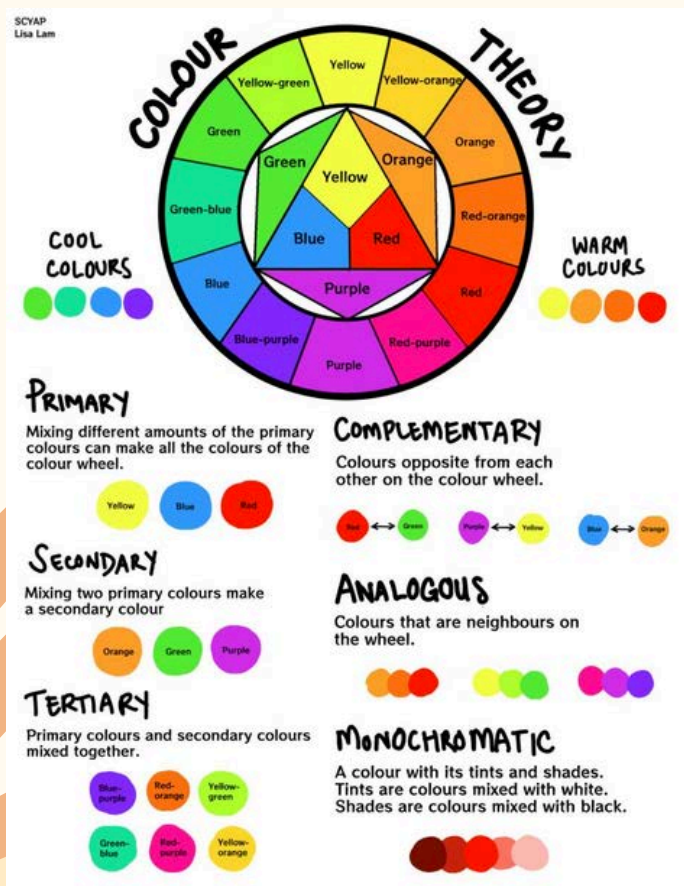
VAPA Standards	ELD Standards	Formative Assessments
<p>Presenting 7.VA:Pr5 Based on criteria, analyze and evaluate methods for preparing, preserving, and presenting art</p> <p>Students will be able to analyze and apply appropriate methods for preparing and presenting digital artwork based on set criteria for career or business purposes.</p>	<p>Part I: Interacting in Meaningful Ways, (A) Collaborative, (3) Offering and justifying opinions negotiating with and persuading others in communicative exchanges</p> <p>Students will be able to interact in meaningful ways by justifying their opinions and presenting persuasive arguments about creating an art business through written and oral communication.</p>	<ul style="list-style-type: none"> • purposeful questions to check for understanding(digital tools and layers) • rough sketches and thumbnails • Observations during demos and studio work • Peer review critiques (digital art vocabulary) • class discussions (workflow and design choices)

Lessons	Artist/Art History	Influences on students
Digital Illustration	Robert Bateman-realism, conservation/wildlife and environment art	Guides students in selecting subjects based on ecological awareness and developing narrative-driven wildlife and environmental artwork.
Digital Painting	Ross Tran- digital fantasy, anime pop surrealism	Guides students in combining fantasy, anime, and storytelling to create stylized digital illustrations.
Stickers/mugs	Shepard Fairey- contemporary street art	Guides students in using street art and sticker-based design to blend activism with bold visual messaging for social justice themes.

Drawing Unit Projects



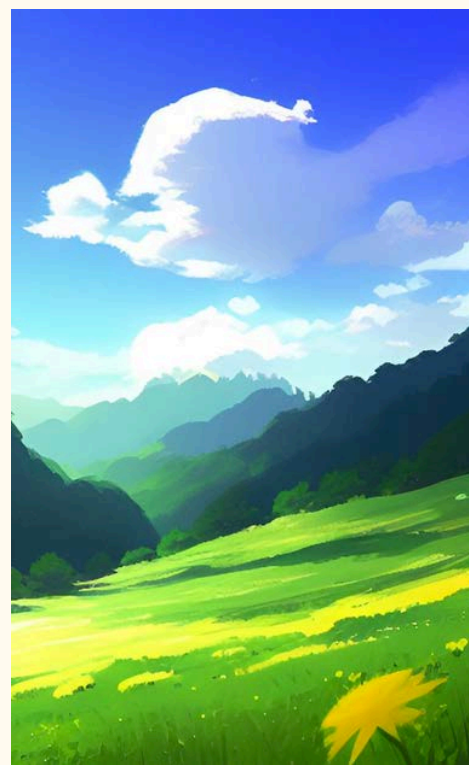
Painting Unit Projects



3d Art Unit Projects



Digital Art Unit Projects



Semester 2 Drawing Unit

Weeks	Lessons	Learning Objectives
Week 1	Character designing Concept and story telling	Students will be able to create a character design concept that incorporates personality traits and storytelling elements.
Week 2	Shape language	Students will be able to create observational character drawings using basic shapes (circles, squares, triangles) to communicate form and personality.
Week 3	Sketching and Development	Students will be able to create thumbnail sketches exploring silhouette, proportion, and pose development.
Week 4	Summative Assessment- Character design	Students will be able to create a final character design using traditional or digital media, incorporating props, cultural influences, and world-building elements.

VAPA Standards	ELD Standards	Formative Assessments
<p>Creating 8.VA:Cr1.1 Document early stages of the creative process visually and/or verbally in traditional or contemporary media Students will be able to document the early stages of the creative process through visual and written methods to develop a character design.</p>	<p>Part 1: Interacting in Meaningful Ways, (B) Interpretive, (5) Listening actively to spoken English in a range of Social and Academic Context. Students will be able to actively listen and respond to art terminology related to character design in social and academic contexts to develop strong narrative elements for their characters.</p>	<ul style="list-style-type: none"> • purposeful questions to check for understanding (drawing techniques and proportion) • roughs sketches • Observations-drawing demos • Peer review critiques (vocabulary and constructive feedbacks) • class discussions-analyzing techniques compositions. and artistic choices in drawing

Lessons	Artist/Art History	Influences on students
<p>Character designing</p>	<p>Laura Price, Hayao Miyazaki (contemporary, animation)</p>	<p>Both artists are known for their animation work, which emphasizes storytelling, narrative development, and world-building. This will guide students in understanding how characters belong within immersive environments and fictional worlds.</p>

Semester 2 Painting Unit

Weeks	Lessons	Skills/methods	Learning Objectives
Week 5	Oil Pastel	blending, layering	Students will be able to create an art appropriation artwork inspired by Post-Impressionism or Expressionism, demonstrating historical influence and stylistic interpretation.
Week 6	Watercolor Techniques	glazing, flat wash, graded wash, wet on wet, silhouette	Students will be able to create botanical illustrations of plant species, focusing on accurate observation and detail.
Week 7	Painting Silhouettes	color mixing, blending, layering, brush control	Students will be able to paint a silhouette composition using shape design principles, emphasizing positive and negative space.
Week 8	Summative Assessment neurodiversity poster display inclusivity	mixed media watercolor or painting	Students will be able to design a poster individually or collaboratively that raises awareness for the neurodiverse community, using hierarchy, scale, and focal point to communicate a clear message.

VAPA Standards	ELD Standards	Formative Assessments
<p>Creating 7.VA:Cr3 Reflect on and explain important information about personal artwork in an artist statement or another format . Students will be able to reflect on and explain the cultural, historical, and social relevance of their artwork in an artist statement.</p>	<p>Part I: Interacting in Meaningful Ways, (B) Interpretive, (6) Reading closely literary and informational text and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. Students will be able to closely read art historical and scientific informational texts to determine how artistic intent is conveyed explicitly and implicitly through language and visual context.</p>	<ul style="list-style-type: none"> • purposeful questions to check for understanding (painting techniques, color theory composition) • rough sketches, color studies, and planning • Observations-painting demos and studio practice) • Peer review critiques(painting and color theory vocab to give constructive feedback) • class discussions (techniques, symbolism, artistic choices)

Lessons	Artist/Art History	Influences on students
Art Appropriation	Van Gogh, Edvard Munch-post impressionism, expressionism	Guide students in emulating painterly styles that emphasize color theory, emotion, and mood in expressive compositions.
botanical illustration	Andrea Fábrega-contemporary art, scientific,	Guides students in understanding scientific illustration techniques and developing career-focused approaches to accurate, informative visual work.
Shape design	M.C. Escher -surrealism/magic realism	Guides students in using shape design and composition to create optical illusions and visually complex surreal or magical realism works.
neurodiversity	Mahlia Amatina-abstract colourism	Guides students in expressive, multisensory storytelling through color and mixed media approaches.

Semester 2 3d art Unit

Weeks	Lessons	skills/methods	Learning Objectives
Week 10	3d paper wall art	folding, layering quilling	Students will be able to create a paper wall installation incorporating 3D forms and the design principles of repetition and movement.
Week 11	ceramics clander	pinch, slab, coil, scratch, and slip, carving	Students will be able to design a calendar composed of multiple connected or sequential visual components.
Week 12	Board game summative assessment	mixed media, painting, designing	Students will be able to create an original board game that incorporates problem-solving, teamwork, mixed media (sculpture and painting), and character design for a cohesive concept.
Week 13	Board game summative assessment presentation	mixed media, painting, designing	Students will be able to present and facilitate interaction with their board game, explaining rules, design choices, and gameplay experience.

VAPA Standards	ELD Standards	Formative Assessments
<p>6.VA:Cr2.3 Design or redesign objects, places, or systems that meet the identified needs of diverse users Students will be able to design or redesign decorative 3D objects that meet the identified needs of diverse users.</p>	<p>Part I: Interacting in Meaningful Ways, (C) Productive, (12) Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas Students will be able to communicate effectively by selecting precise art vocabulary to describe and explain their ceramic sculptures.</p>	<ul style="list-style-type: none"> • purposeful questions to check for understanding (3d construction and spatial relationship) • roughs sketches and planning • Observations (during building and sculpting) • Peer review critiques (3d art vocabulary, craftsmanship, and design choices) • class discussions (problem solving in 3d artworks and lazing techniques)

Lessons	Artist/Art History	Influences on students
ceramics calander	Tatsuya tanaka-mitate (repurposing items)	Guides students in drawing inspiration from pop culture, world events, seasons, and holidays to create narrative-driven miniature compositions.
3d paper wall decoration	Andrew Wang-origami art	Guides students in using environmental forms as inspiration for composition and metaphor in origami-based design.
board game	Vincent Dutrait-traditional	Guides students in creating immersive, believable worlds through research-driven illustration that enhances storytelling and sense of place.

Semester 2 Digital Art Unit

Weeks	Lessons	Skills/Methods	Learning Objectives
Week 14	Digital Painting surrealism portraits	blending modes, brush, smudge tool	Students will be able to create a surrealist portrait incorporating dreamlike imagery, juxtaposition, and personal symbolism.
Week 15	Fire Animation	principles of animation- anticipation, staging, pose to pose	Students will be able to create an animation of a flickering flame using pose-to-pose animation techniques.
Week 16	Business Card (career focus)	sketching, storyboarding, concept art	Students will be able to design a digital illustration for a business card using tools such as brushes, eraser, selection tools, typography, and color theory.
Week 17	Summative Assessment Portfolio website (career focus)	planning, digital citizenship, typography	Students will be able to create a portfolio website applying digital citizenship and basic web design principles.
Week 18	Summative Assessment Portfolio website (career focus)	planning, digital citizenship, typography	Students will be able to present their portfolio website through a formal presentation explaining design choices and creative process.

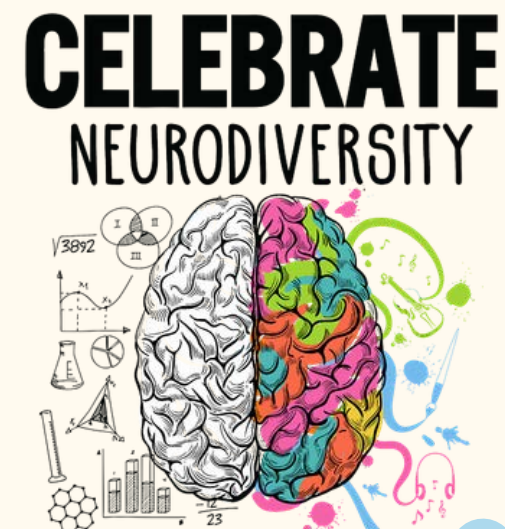
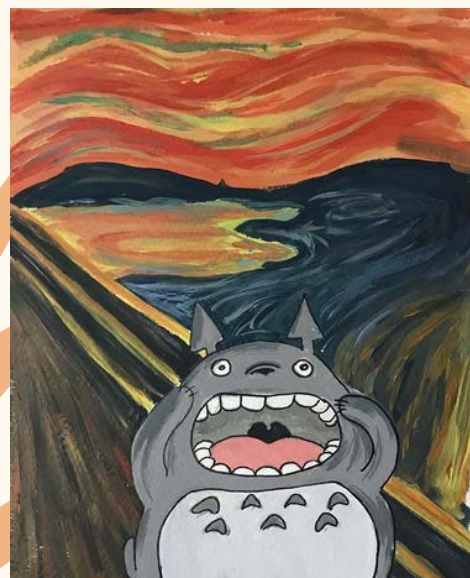
VAPA Standards	ELD Standards	Formative Assessments
<p>7.VA:Pr5 Based on criteria, analyze and evaluate methods for preparing and preserving, and presenting art Students will be able to analyze and apply methods for preparing, preserving, and presenting artwork in both traditional and digital formats to create a cohesive portfolio.</p>	<p>Part I: interacting in Meaningful Ways, (C) Productive, (10) Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology. Students will be able to write informational texts that describe and explain their portfolios, using appropriate technology such as Procreate and Canva.</p>	<ul style="list-style-type: none"> • purposeful questions to check for understanding (digital tools work flow, design principles) • roughs sketches and thumbnails • Observations (procreate and canva demos) • Peer review critiques and constructive feedback • class discussions

Lessons	Artist/Art History	Influences on students
surrealism-portraits	Salvador Dali-surrealism	Guides students in exploring Surrealism by questioning visual conventions and developing an analytical, open-minded approach to artmaking.
fire animation	Floortje Visser-contemporary, digital illustration	Guides students in emulating style and character design principles in animation and digital illustration.
Business card	Tom Bancroft-contemporary, digital illustration	Guides students in creating expressive, illustrative character designs suitable for business cards and professional visual branding.

Drawing Unit Lesson Projects



Painting Semester 2 Unit Projects



3d art Semester 2 Unit Projects



Digital art Semester 2 Unit Projects

