As determined by teacher, any three of eight units for each of
  › Art & Design 2200
  › Art & Design 3200
A total of eight studio disciplines have been identified for study in the Art and Design courses. From these, eight units - Drawing, Sculpture, Photography, Fibre Arts, Painting, Printmaking, Graphic Arts, and Pottery - have been developed. Three of these units will be covered in each year so that a total of six units will be completed over the two year period.

**SCHEDULE OF STUDY**

Students will explore only three studio units per year. At the end of two years, students will have completed six of the following eight studio units

$ Drawing
$ Sculpture
$ Photography
$ Fibre Arts
$ Painting
$ Graphic Arts
$ Pottery

**DRAWING OBJECTIVES**

1. Students will develop personal imagery through drawing
2. Students will incorporate visual concepts, art processes and
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>R</th>
<th>D</th>
<th>C</th>
<th>Changed Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process related concepts in their drawings to realize their expressive intentions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Through their own art and the art of others, students will explore the following visual concepts in the drawing unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>line and expression</td>
<td>$light, value, volume</td>
<td>contrast and emphasis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>line and movement</td>
<td>$scale</td>
<td>overlap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>line and space</td>
<td>$proportion</td>
<td>aerial perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>line and texture</td>
<td>$simplification, elaboration</td>
<td>linear perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>implied line</td>
<td></td>
<td>foreshortening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>point of view</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-D space</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>size</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>location</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>detail</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Through their own art and the art of others, students will explore the following art processes and process-related concepts in the drawing unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hatching, crosshatching</td>
<td>$incising</td>
<td>$gesture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stippling</td>
<td>$erasing as a drawing method</td>
<td>$contour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>blending</td>
<td>$making a wash</td>
<td>$the role of the ground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>smudging</td>
<td></td>
<td>$varying pressure on the drawing tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$mixed media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will understand and use the following art vocabulary in oral and written communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>abstract</td>
<td>$non-objective</td>
<td>$scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>aerial perspective</td>
<td>$objective</td>
<td>$sea shape</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SCULPTURE UNIT OBJECTIVES

1. Students will develop personal imagery through sculpture

2. Students will incorporate visual concepts, art processes and process-related concepts in their sculpture to realize their expressive intentions

3. Through their own art and the art of others, students will explore the following visual concepts in the sculpture unit

<table>
<thead>
<tr>
<th>$ mass and volume</th>
<th>$ light, form, shadow</th>
<th>$ structure</th>
<th>$ scale</th>
<th>$ surface, texture</th>
<th>$ open form, solid form</th>
<th>$ sculpture-viewer relationship</th>
<th>$ sculpture and context</th>
</tr>
</thead>
</table>
Student Name__________________________________ Course Name Art and Design 2200 & 3200

R - retain, D - delete, C - changed

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>R</th>
<th>D</th>
<th>C</th>
<th>Changed Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ movement, direction $ time $ motion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Through their own art and the art of others, students will</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>explore the following art processes and process-related concepts in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the sculpture unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ modeling $ direct building $ casting $ relief sculpture</td>
<td></td>
<td></td>
<td></td>
<td>$ armatures $ additive, subtractive</td>
</tr>
<tr>
<td>5 Students will understand and use the following art vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in oral and written communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ abstract $ aggregate $ additive $ armature $ alloy $ assemblage</td>
<td></td>
<td></td>
<td></td>
<td>$ monumentality $ mold</td>
</tr>
<tr>
<td>$ balance $ bas-relief $ bronze $ cast $ cement $ chisel</td>
<td></td>
<td></td>
<td></td>
<td>$ non-ferrous $ patina</td>
</tr>
<tr>
<td>$ distortion $ elaboration $ environmental art $ figurative $ plaster</td>
<td></td>
<td></td>
<td></td>
<td>$ piece mold $ plane</td>
</tr>
<tr>
<td>$ proportion $ pumice stone $ pediments $ papier mache $ rasp</td>
<td></td>
<td></td>
<td></td>
<td>$ plastic $ stone</td>
</tr>
<tr>
<td>$ relief $ solder $ space $ flux $ form</td>
<td></td>
<td></td>
<td></td>
<td>$ subtractive $ styrofoam</td>
</tr>
<tr>
<td>$ lost wax $ malleable $ mallet $ mass $ model</td>
<td></td>
<td></td>
<td></td>
<td>$ terra cotta $ volume</td>
</tr>
<tr>
<td>$ module $ monolithic</td>
<td></td>
<td></td>
<td></td>
<td>$ vacuum $ weld</td>
</tr>
<tr>
<td>$ waste mold</td>
<td></td>
<td></td>
<td></td>
<td>$ waste mold</td>
</tr>
<tr>
<td>Outcomes</td>
<td>R</td>
<td>D</td>
<td>C</td>
<td>Changed Outcome</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>PHOTOGRAPHY OBJECTIVES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Students will develop personal imagery through photography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Students will incorporate visual concepts, art processes and process related concepts in their photography to realize their expressive intentions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Through their own art and the art of others, students will explore the following visual concepts in the photography unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$natural, artificial light $light source $light direction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$shadow $contrast $point of view $emphasis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$balance $motion $space</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Through their own art and the art of others; students will explore the following art process and process-related concepts in the photography unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$focus $meter $lighting $depth of field $frame $bracket</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$pan $develop $print $photogram $contact sheet $test strip</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$crop $dodge $burn in $spot tone $mount $matt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Students will understand and use the following art vocabulary in oral and written communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$agitation $gloss $orthochromatic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>R</td>
<td>D</td>
<td>C</td>
<td>Changed Outcome</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
<td>-------</td>
<td>-------</td>
<td>-----------------</td>
</tr>
<tr>
<td>$ aperture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ backlighting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ bracket</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ burning in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ camera</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ contact print</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ contact sheet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ contrast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ emulsion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ enlargement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ enlarger</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ exposure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ film</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ film speed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ film light</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ filter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ fixer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ flood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ focus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ fogging</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ f-stop</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FIBRE ART UNIT OBJECTIVES**

1 Students will develop personal imagery through fibre arts

2 Students will incorporate visual concepts, art processes and process-related concepts in their fibre arts production to realize their expressive intentions

3 Through their own art and the art of others, students will explore the following visual concepts in their fibre arts unit

$ craft and mass
### Student Name ___________________________ Course Name Art and Design 2200 & 3200

<table>
<thead>
<tr>
<th>R - retain, D - delete, C - changed</th>
<th>Outcomes</th>
<th>R</th>
<th>D</th>
<th>C</th>
<th>Changed Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>production</td>
<td>$ decoration</td>
<td>$ texture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ craft and fine art</td>
<td>$ colour theory</td>
<td>$ contrast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ form and function</td>
<td>$ fabric in three dimensions</td>
<td>$ shape</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$ pattern, rhyme</td>
<td>$ variety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$ balance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Through their own art and the art of others, students will explore the following art processes and process-related concepts in the fibre arts unit:

| batik | dyeing | quilting | $batik |
| applique | tapestry | felting | $applique |
| printing on fabric | embroidery, hand-stitching | papermaking | $printing on fabric |
| painting on fabric | $dyeing |

5. Students will understand and use the following art vocabulary in oral and written communication:

| applique | fringe | resist | $applique |
| backing | heading | reverse applique | $backing |
| batik | hooking | shed | $batik |
| beam | inlay | shuttle | $beam |
| beater | loom | skein | $beater |
| block | motif | tabby | $block |
| butterfly | mordant | stencil | $butterfly |
| dovetail | patchwork | tabby | $dovetail |
| dye | pile | tapestry | $dye |
| dye bath | plain weave | tension | $dye bath |
| fabric collage | ply | tjaning | $fabric collage |
| fastness | picks | twining | $fastness |
### PAINTING UNIT OBJECTIVES

1. Students will develop personal imagery through painting

2. Students will incorporate visual concepts, art processes and process-related concepts in their painting to realize their expressive intentions

3. Through their own art and the art of others, students will explore the following visual concepts in the painting unit

4. Through their own art and the art of others, students will explore the following art processes and process-related concepts in the painting unit

5. Students will understand and use the following art vocabulary
Student Name ___________________________ Course Name Art and Design 2200 & 3200

R - retain, D - delete, C - changed

Outcomes                              R     D     C     Changed Outcome

in oral and written communication

$ abstract  $ impasto  $ pointillist
$ acrylic   $ impressionism  $ representationalism
$ aerial perspective  $ incising  $ resist
$ airbrush  $ intensity  $ sable
$ bristle brush  $ lift-off  $ spectrum
$ airbrush  $ mixing  $ sable
$ chiasrosuro  $ masking  $ spectrum
$ chisel-edge brush  $ mixed media  $ staining
$ collage  $ montage  $ tooth
$ dry brush  $ non-objective  $ transparent
$ encaustic  $ opaque  $ two dimensional
$ fragmentation  $ palette knife  $ washes
$ fading  $ permanent  $ wet-in-wet
$ hard edge  $ polymer

PRINTMAKING UNIT OBJECTIVES

1. Students will develop personal imagery through printmaking

2. Students will incorporate visual concepts, art processes and process-related concepts in their printmaking to realize their expressive intentions

3. Through their own art and the art of others, students will explore the following visual concepts in the printmaking unit

$ positive, negative shape
$ pattern, rhythm
$ texture

4. Through their own art and the art of others, students will
Student Name____________________________ Course Name Art and Design 2200 & 3200

R - retain, D - delete, C - changed

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>R</th>
<th>D</th>
<th>C</th>
<th>Changed Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>explore the following art processes and process-related concepts in the printmaking unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$relief print</td>
<td>$embossing</td>
<td>$image reversal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$engraving</td>
<td>$reduction prints</td>
<td>$plate surface quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$stencil print</td>
<td>$working back into an image</td>
<td>$transparency, opacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$monoprint</td>
<td>$editioning</td>
<td>$general to specific/broad to detail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$collograph</td>
<td>$registration</td>
<td>$indirect process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$transfers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 Students will use and understand the following art vocabulary in oral and written communication

<table>
<thead>
<tr>
<th>Students will use and understand the following art vocabulary in oral and written communication</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$acid</td>
<td>$extender</td>
<td>$relief</td>
</tr>
<tr>
<td>$archival</td>
<td>$gouge</td>
<td>$resin</td>
</tr>
<tr>
<td>$baren</td>
<td>$gravure</td>
<td>$resist</td>
</tr>
<tr>
<td>$bench hook</td>
<td>$ground (soft &amp; hard)</td>
<td>$retarder</td>
</tr>
<tr>
<td>$bevel</td>
<td>$tarlatan</td>
<td>$serigraph</td>
</tr>
<tr>
<td>$bite</td>
<td>$template</td>
<td>$solvent</td>
</tr>
<tr>
<td>$blanket</td>
<td>$tusche</td>
<td>$squeegee</td>
</tr>
<tr>
<td>$bleeding</td>
<td>$intaglio</td>
<td>$stencil</td>
</tr>
<tr>
<td>$blockout</td>
<td>$lino print</td>
<td>$stencil brush</td>
</tr>
<tr>
<td>$brayers</td>
<td>$lithography</td>
<td>$stone</td>
</tr>
<tr>
<td>$burn (graver)</td>
<td>$monoprint</td>
<td>$tacky</td>
</tr>
<tr>
<td>$burnish</td>
<td>$photocopy</td>
<td>$vacuum table</td>
</tr>
<tr>
<td>$burr</td>
<td>$planographic</td>
<td>$viscosity</td>
</tr>
<tr>
<td>$collograph</td>
<td>$press</td>
<td>$wood cut</td>
</tr>
<tr>
<td>$dry point</td>
<td>$press bed</td>
<td></td>
</tr>
<tr>
<td>$edition</td>
<td>$proof</td>
<td></td>
</tr>
<tr>
<td>$embossing</td>
<td>$pull</td>
<td></td>
</tr>
<tr>
<td>$engraving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$etching</td>
<td>$reduction printing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$registration</td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>R</td>
<td>D</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>GRAPHIC DESIGN UNIT OBJECTIVES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Students will develop personal imagery through graphic design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Students will incorporate visual concepts, art processes and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>process-related concepts in their graphic design to realize their</td>
<td></td>
<td></td>
</tr>
<tr>
<td>expressive intentions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Through their own art and the art of others, students will explore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the following visual concepts in the graphic design unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$economy, immediacy, clarity $line $emphasis and focal point $</td>
<td></td>
<td></td>
</tr>
<tr>
<td>proportion &amp; scale $figure-ground relationship $color $audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Through their own art and the art of others, students will explore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the following art processes and process-related concepts in the graphic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$drawing and illustration $cutting $lettering $layout, paste-up $</td>
<td></td>
<td></td>
</tr>
<tr>
<td>folding $dry transfer $screen printing $block printing $embossing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$symbols, logos $sign making $finishing, presentation $folding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$scoring $binding $packaging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Students will understand and use the following art vocabulary in oral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and written communication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### POTTERY UNIT OBJECTIVES

1. Students will develop personal imagery through pottery.

2. Students will incorporate visual concepts, art processes and process-related concepts in their pottery to realize their expressive intentions.

3. Through their own art and the art of others, students will explore the following visual concepts in the pottery unit:

   - Pattern and texture with line
   - Shape, mass
   - Color
   - Texture
   - Three-dimensional space
   - Form and function
   - Decoration
   - Simplification, elaboration
   - Unity and variety
   - Balance
   - Proportion and scale
   - Rhythm

4. Through their own art and the art of others, students will
Student Name __________________________ Course Name Art and Design 2200 & 3200

R - retain, D - delete, C - changed

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>R</th>
<th>D</th>
<th>C</th>
<th>Changed Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>explore the following art processes and process-related concepts in the pottery unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$wedging, kneading $hand-building techniques $pinch $coil $slab $decoration $stamping, scratching, applique $incising, excising, slip trailing</td>
<td>$throwing $centring $making a cylinder $removing the form $trimming $glaze application $pouring $dipping $spraying $brushing</td>
<td>$ applied arts, fine arts $craft, mass production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Students will understand the following art vocabulary in oral and written communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$bats $bisque $blister $calipers $centre $coil $collar $craw</td>
<td>$grog $incise $impress $kiln $kiln wash $kneading $lift $lustre $model $mold</td>
<td>$ resist $scoring $shape $shortness $shrinkage $slip $slip casting $stoneware clay $throwing $trim $turn $wedge $wheel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
