

Art I Unit: 3Dimensional Plaster Masks

Time Frame: 3-4 weeks

Teachers: Decker/Applebee

Unit Summary and Rationale: This unit is going to focus on 3-Dimensional Form as an element of art. The students will be exploring Plaster as a material and how it can be used to create 3D forms. The students will also explore masks of other cultures and what their purpose was.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

What is the purpose of masks in different cultures around the world?

- Ceremonies
- Decoration
- Burials
- Fertility
- Drama

What materials work well for creating 3 dimensional forms?

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Understand the history of masks and their purpose in different cultures
- Manipulate plaster and drywall
- Get a basic understanding of painting a 3 dimensional form.

--	--

Unit Connection College and Career Ready Descriptions: Select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- Students will demonstrate independence.
- Students will value evidence.
- Students will build strong content knowledge.
- Students will respond to the varying demands of audience, task, and discipline.
- Students will critique as well as comprehend.
- Students will use technology and digital media strategically and capably.
- Students will develop an understanding of other perspectives and cultures.

Unit Standards:

25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts.

25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.

25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.

25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes

26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.

26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.

Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Sketchbook assignments• Worksheet from a video• Create a mask design using a drawing Template	<ul style="list-style-type: none">• Create a functioning 3 dimensional plaster mask• 2 minute speech explaining the finished mask

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

<ol style="list-style-type: none">1. The students will watch a video about masks from many different cultures2. The students will fill out a worksheet during the video3. The students create 3 different mask designs that they feel represent them4. The students will create a 3 dimensional mask from plaster and drywall mud.5. The students will paint their masks.6. The students will give a 2 minute speech that explains their mask and how it relates to them

Video:

-Masks from many Cultures
-Art Styles: Prehistoric to Medieval Art

Text:

The Visual Experience
Discovering Art History

Internet Sources

www.demilked.com

<http://www.touregypt.net/featurestories/masks.htm>

http://www.kmop.gr/index.php?option=com_content&view=article&id=6&lang=en

Vocabulary/Artists:

3 Dimensional, Height, width, Depth, Plaster, Drywall Mud, Mycenaean tombs, Tutankhamen, False Face mask, Altaic, Tungusic

Traditional African Masks, Mexican Mask Folk Art, Dan (Liberian) Masks, Fang People Masks, Mossi Masks, Bwa People, Lobi people, Bobo people.

Art I Unit: Ceramic Pinch Pots, Whistles, and Mugs Time Frame: 3-4 weeks Teachers: Decker/Applebee

Unit Summary and Rationale: This unit introduces students to clay and some of the methods of working with clay such as the pinch and slab method. Students will create a basic pinch pot, slab mug, and a ceramic whistle for their project. Upon completion of these projects the students will use ceramic glazes to finish off their creations.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

How does a soft malleable clay transform into a hard stone-like ceramic vessel?

How can clay be used to create a functional item?

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Learn the basic building techniques used in ceramics
- Learn the process involved with turning wet clay into a rock hard substance
- Learn and understand ceramic terms
- Learn and understand what glaze is and how it works with ceramics
- Understand the process of firing clay and how a kiln is involved

Unit Connection College and Career Ready Descriptions: Select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- Students will demonstrate independence.
- Students will value evidence.
- Students will build strong content knowledge.
- Students will respond to the varying demands of audience, task, and discipline.
- Students will critique as well as comprehend.
- Students will use technology and digital media strategically and capably.
- Students will develop an understanding of other perspectives and cultures.

Unit Standards:

25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.

25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.

25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes

25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.

26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts

26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.

26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.

Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Sketchbook assignments• Ceramic Terms worksheet	<ul style="list-style-type: none">• Create a Ceramic pinch pot• Create a Ceramic Mug• Create a Ceramic Whistle

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

7. Students watch a video and a presentation on creating a pinch pot
8. Students create their own pinch pot
9. Students do a worksheet about ceramic terms.
10. Students watch a video and demonstration about ceramic slab building
11. Students create their own slab mug
12. Students watch a video about ceramic whistle making
13. Students create their own ceramic whistles

Video:

Whistle while you sculpt DVD featuring Paul Guion

Text:

Art Fundamentals
The Visual Experience

Internet Sources

www.demilked.com

<https://www.youtube.com/watch?v=MHM9IiiH2wc> – whistle making video

https://www.youtube.com/watch?v=ERMvSHB9xHg&list=PLCgIIEhI22TOqhb_7kMeo-ycHuT0IE38I – Slab Building Video

Vocabulary:

Greenware, Potters Needle, Slip, Coil-building, Firing, Score, Leatherhard, Kiln, Bisqueware, Glaze, Slab-building

Kieth Murray, Clarice Cliff, Antonio Prieto, Judith Inglese, Kenneth Price, Jun Kaneko, Walter Dexter, Jade Snow Wong

Art I Unit: Painting Using Color Schemes Time Frame: 3-4 weeks Teachers: Decker/Applebee

Unit Summary and Rationale: The students will learn the primary, secondary, and intermediate colors. They will also be creating tints and shades of all the colors on the color wheel. The students will be using paint as their main medium for this project to see how colors mix when they interact with other colors, tints, and shades.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

How are colors created?

- Primary
- Secondary
- Intermediate

How can color be used to create a mood in a work of art?

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Read and understand which colors create which moods and feelings in artwork.
- Memorize and understand the color wheel
- Use the color wheel and color schemes to create a painting
- Understand how white (tint) and black (shade) can be mixed with different color paint

--	--

Unit Connection College and Career Ready Descriptions: Select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- Students will demonstrate independence.
- Students will value evidence.
- Students will build strong content knowledge.
- Students will respond to the varying demands of audience, task, and discipline.
- Students will critique as well as comprehend.
- Students will use technology and digital media strategically and capably.
- Students will develop an understanding of other perspectives and cultures.

Unit Standards:

25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.

25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.

25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes

25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.

26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts

26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.

26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.

Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Sketchbook assignments• Color mixing worksheet• Scholastic Arts Magazine Worksheet	<ul style="list-style-type: none">• Color scheme painting

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

<ol style="list-style-type: none">14. Students will read a scholastic art magazine about Franz Marc and Color15. Students will fill out a worksheet that goes along with their reading16. Students will create use primary colors to create the secondary colors17. Students will use primary and secondary colors to create tertiary colors18. Students will use white and black to make tints and shades of colors.19. Students will create a painting that uses 4 different color schemes

Video:

Scholastic Art Magazine: AndyWarhol and Printmaking

Text:

The Visual Experience
Art Fundamentals

Internet Sources

www.demilked.com

Vocabulary/Artists:

Color Wheel, Primary colors, secondary colors, intermediate colors, tertiary colors, monochromatic, complementary, analogous, triad, tint, shade, hue, value, intensity, color spectrum

Anders Osterlind, Andre Derain, Henri Matisse, Georges Braque, Paul Gauguin, Henri-Edmund Cross, Marc Chagall

Art I Unit: Using a Grid to Accurately Draw in pencil

Time Frame: 3-4 weeks

Teachers: Decker/Applebee

Unit Summary and Rationale: This unit will focus on the element of art known as value. This unit will also focus on the mathematical method of using a Grid system to help students accurately draw. Students will use a ruler to assist with their measurements when applying the grid system to their projects.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

Can you read a ruler?

- 1/2 inch
- 1/4 inch
- 1/8th inch
- 1/16th inch

Can you use a ruler as a tool to properly measure and draw straight lines to set up your grid?

How does value relate to a regular pencil?

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Identify Chuck Close and his artwork
- Understand how to use the grid system to accurately draw a picture
- Demonstrate basic shading techniques using only one pencil
- Comprehend how one pencil can create different values when different pressure is applied
- Understand how math relates to using the grid system to enlarge an object.

--	--

Unit Connection College and Career Ready Descriptions: Select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- Students will demonstrate independence.
- Students will value evidence.
- Students will build strong content knowledge.
- Students will respond to the varying demands of audience, task, and discipline.
- Students will critique as well as comprehend.
- Students will use technology and digital media strategically and capably.
- Students will develop an understanding of other perspectives and cultures.

Unit Standards:

25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts.

25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.

25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.

25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes

26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.

26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.

Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Sketchbook assignments• Worksheet from a video• Value scale worksheet	<ul style="list-style-type: none">• Create an all pencil drawing using a grid system to help with proportions

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

<ol style="list-style-type: none">20. The students will watch a video about artist Chuck Close21. The students will fill out a worksheet about artist Chuck Close22. The students will fill out a packet that value exercises with the pencil23. The students will learn which types of pencils can create different types of values24. The students will draw a picture as accurately as possible using a grid system

Video:

-Chuck Close

Text:

A Guide to Drawing
Art Fundamentals

Internet Sources

www.demilked.com

www.chuckclose.com

Vocabulary/Artists:

Ruler, ½ inch, ¼ inch, 1/8th inch, 1/16th inch, 2h pencil, hb pencil, b pencil, 2b pencil, 4b pencil, 6b pencil, Value

Chuck Close, Michael Whelan, Jim Hautman, Kris Kuski, Bruno Weber, Dana Levin

Art I Unit: Linoleum Printmaking Time Frame: 3-4 weeks Teachers: Decker/Applebee

Unit Summary and Rationale: The students will explore some of the less modern styles of printmaking in order to understand how technology has revolutionized the printing industry.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

What are the roots of modern day printing technology?

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Understand the history of printmaking
- Demonstrate the skills needed to carve a design out of linoleum
- Demonstrate the skills needed to create a print onto paper with a carved linoleum block
- Use the knowledge similar to that of Andy Warhol to create 3 different colored prints on one piece of paper

Unit Connection College and Career Ready Descriptions: Select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- Students will demonstrate independence.
- Students will value evidence.
- Students will build strong content knowledge.
- Students will respond to the varying demands of audience, task, and discipline.
- Students will critique as well as comprehend.
- Students will use technology and digital media strategically and capably.
- Students will develop an understanding of other perspectives and cultures.

Unit Standards:

25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.

25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.

25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes

25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.

26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts

26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.

26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.

Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Sketchbook assignments• Scholastic Arts Magazine Worksheet	<ul style="list-style-type: none">• Carve into Linoeum to create a printing block• Create 3 different color quality prints

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

25. Students will read a Scholastic Art Magazine and Learn about artist Andy Warhol.
26. Students will complete a worksheet that deals with the Scholastic Art Magazine
27. Students will explore the different types of printmaking techniques through a website.
28. Students will create a design on their linoleum and begin carving out the design.
29. Students will Use their carved linoleum to create 3 different colored prints on a piece of paper.

Video:

Scholastic Art Magazine: AndyWarhol and Printmaking

Text:

The Visual Experience
Art Fundamentals

Internet Sources

www.demilked.com

<http://char.txa.cornell.edu/media/print/print.htm> - Printmaking techniques

Vocabulary/Artists:

Brayer, Linoleum, Ink, Engraving, Etching, Drypoint, Planographic, Silkscreen, serigraph.

M.C. Escher, Albrecht Dürer, Rembrandt, Francisco Goya, Roy Lichtenstein, Julian Opie, Bridget Riley, Edward Ruscha, Andy Warhol

Art I Unit: Abstract Art and Op Art Time Frame: 2-3 weeks Teachers: Decker/Applebee

Unit Summary and Rationale: This unit will focus on abstract artwork. More specifically, the students will learn about the type of abstract art known as Op Art. Students will be exposed to many different types of op art and have the assignment of creating a work of abstract Op art.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

Where did the idea of abstract Op art come from and how does it fit into the realm of modern art?

How does one go about creating a work of Op art?

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Learn the history of Op Art and the movement of creating an optical illusion
- Use a pattern to help create an original Op Art piece
- Understand what abstract art is and how it compares to modern art.

Unit Connection College and Career Ready Descriptions: Select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- Students will demonstrate independence.
- Students will value evidence.
- Students will build strong content knowledge.
- Students will respond to the varying demands of audience, task, and discipline.
- Students will critique as well as comprehend.
- Students will use technology and digital media strategically and capably.
- Students will develop an understanding of other perspectives and cultures.

Unit Standards:

25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.

25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.

25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes

26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.

26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.

Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Sketchbook assignments• Worksheet from a Scholastic Art Magazine entitled "Op Art"	<ul style="list-style-type: none">• Create an abstract Op Art Piece

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

30. The students will read a scholastic art magazine entitled “Op Art”
31. The students will fill out a worksheet that deals with what they read about Op Art
32. The students will learn how to create Op art through a demonstration on the board
33. The students will create an abstract Op Art piece

Video:

Text:

Scholastic Art Magazine “Op Art”
The Visual Experience
Discovering Art History

Internet Sources

www.demilked.com
http://arthistory.about.com/cs/arthistory10one/a/op_art.htm
http://www.moma.org/collection/theme.php?theme_id=10139

Vocabulary/Artists:

Abstract Art, Optical Illusions, Op Art, Perspective, Pattern, Chromatic Tension, Juxtaposing, visual ambiguity, gradations of color.

Julian Stanczak, Victor Vasarely, John McHale, Arnold Schmidt, Gerhard von Graevenitz, William C. Seitz

Art I Unit: Just Like Peter Max Time Frame: 3-4 weeks Teachers: Decker/Applebee

Unit Summary and Rationale: This unit is going to examine shape as a basic element of art combined with the student's prior knowledge of line as an element of art. This unit will also explore the student's general interests in life (music, sports, activities, television shows...) that make them unique from each other. The students will create a project that creatively displays their general interests and makes them a unique individual.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

What makes us unique from one another on the inside?

- Taste in music
- Interest in sports
- Other activities
- Interest in Television shows
- Social media

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Students will learn different transfer techniques
- Students will learn different tracing techniques
- Students will analyze images and learn to construct their basic shapes first.
- Students will take their internal interests and transfer them to an external artwork.

--	--

Unit Connection College and Career Ready Descriptions: Select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- Students will demonstrate independence.
- Students will value evidence.
- Students will build strong content knowledge.
- Students will respond to the varying demands of audience, task, and discipline.
- Students will critique as well as comprehend.
- Students will use technology and digital media strategically and capably.
- Students will develop an understanding of other perspectives and cultures.

Unit Standards:

25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts.

25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.

25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.

25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes

26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.

26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.

Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Sketchbook assignments• Worksheet	<ul style="list-style-type: none">• Peter Max Inspired “My World project on 11” x 17” white paper

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

<p>34. Students will read about artist Peter Max and examine his life as an artist</p> <p>35. Students will make a list of their own personal interests and examine what makes them unique from one another.</p> <p>36. Students will do sketchbook assignments centered around their personal interests.</p> <p>37. Students will create a project using colored pencils that combines their interests with the basic element of art known as shape.</p>

Text:

Scholastic Art Magazine "Peter Max Working With Color"
Design Dialogue
Art Fundamentals

Internet Sources

www.demilked.com
<http://www.petermax.com/>

Vocabulary:

2 Dimensional Shape, Geometric, abstract form, idealized form, naturalistic, nonrepresentational, amorphous form, biomorphic.

Art I Unit: Exploring The Line as an Element of Art Time Frame: 2-3 weeks Teachers: Decker/Applebee

Unit Summary and Rationale: This unit is going to examine line as one of the 6 elements of art. Therefore, students will observe different lines in their own environment. They will also use the element of line as an inspiration for their project using sharpie markers.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

How do people interpret the world around them using the 6 basic elements of art (Line, Shape, Value, Color, Form, Texture, Space)?

How do we translate these elements we see into visual ideas on materials such as paper?

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Students will be able to recognize line as one of six basic elements of art.
- Students will be able to identify many different types of lines in their surrounding environments.
- Students will use these lines to create and draw an interesting design on an 11" x 17" inch piece of paper.

--	--

Unit Connection College and Career Ready Descriptions: Select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- Students will demonstrate independence.
- Students will value evidence.
- Students will build strong content knowledge.
- Students will respond to the varying demands of audience, task, and discipline.
- Students will critique as well as comprehend.
- Students will use technology and digital media strategically and capably.
- Students will develop an understanding of other perspectives and cultures.

Unit Standards:

25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts.

25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.

25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.

25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.

26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.

Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Sketchbook assignments• Worksheet	<ul style="list-style-type: none">• Sharpie Line Design Project

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

38. Students will complete a worksheet that helps them identify at least 15 different types of lines such as: Diagonal, vertical, horizontal, zig zag, curving, sharply curving, thick, thin, parallel, converging, interrupted, thin, s curve, spiral, cross-hatching
39. Students will complete a worksheet that asks them to create a design using multiple types of lines.
40. Students will do sketchbook assignments that focus on contour lines
41. Students will do sketchbook assignments that focus on abstract art.
42. Students will create a project using sharpie markers that focus on creating lines.

Text:

The Drawing Workbook, Line
Art Fundamentals
A Guide to Drawing

Internet Sources

Art examples: www.demilked.com
<http://www.slideshare.net/andreaburris/calligraphic-line-drawing-1>

Vocabulary/Artists:

Contour lines, Horizontal lines, Cross-Hatching, Diagonal lines, Parallel lines, Converging lines, Interrupted Lines, Calligraphic Lines, Line Intensity, Two-dimensional.

Piet Mondrian, Joan Miró, Barbara Hepworth, Ben Nicholson