

Art II Unit: A Piece of the Puzzle

Time Frame: 3-4 weeks

Teachers: Decker/Applebee

Unit Summary and Rationale: The students will be using oil pastels to camouflage a small piece of paper into a background incorporating their own method of abstract 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.

How does camouflage relate to abstract art?

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

- Students will understand how oil pastels work when applied to paper.
- Students will learn about several types of abstract art.
- Students will use the idea of abstract art and camouflage to hide a foreign piece of paper within their drawing
- Students will be drawing on a larger scale than they are used to.

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.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 that deal with patterns and camouflage techniques• Decoding abstract art worksheet• Video worksheet: Basic Perspective Drawing	<ul style="list-style-type: none">• A piece of the puzzle oil pastel project

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

1. Students will read an art news magazine entitled "Decoding Abstract Art."
2. Students will fill out a worksheet that goes with the Art News Magazine.
3. Students will research different types of camouflage on their computers.
4. Students will search for their "piece" which will drive their project.
5. Students will complete oil pastel exercises before they start their project.
6. Students will begin to work on camouflaging their "Piece" into their project.

Video:

Text:

Art Fundamentals
Art News Magazine

Internet Sources

www.demilked.com

<http://www.pbs.org/wgbh/nova/leopards/seeingsans.html>

Vocabulary/Artists:

Oil Pastels, Abstract Art, Camouflage, concealing coloration, disruptive coloration, disguise, mimicry

Wassily Kandinsky, Charles Baudilaire, Paul Klee, Johannes Itten, Joseph Albers, Piet Mondrian, Paul Klee, Joan Miro

Art II Unit: Coil Pot and Slab Box (Ceramics) Time Frame: 4-5 weeks Teachers: Decker/Applebee

Unit Summary and Rationale: The students will be creating two different types of pots using two very old methods of ceramics. They will be creating a coil pot and a slab box out of clay.

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 clay that is dug out of the ground turn in to a functional piece of pottery?

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

- Understand how to manipulate clay using the coil-building method
- Understand how to manipulate clay using the slab-building method
- Understand how clay can be fired in a kiln to create different types of clay and glazes.
- Create two different types of functional pottery

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- Students will use technology and digital media strategically and capably.
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Unit Standards:

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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">• Ceramics definitions Worksheet• Sketchbook Pottery Designs	<ul style="list-style-type: none">• Coil method pot• Slab method box

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

7. Students will begin the unit by watching several videos that explain the coil method and slab method of building pottery
8. Students will fill out a worksheet that the teacher reviews with them that explains some of the major terminology of ceramics
9. Students will see a demonstration of how a slab box is built by the teacher
10. Students will see a demonstration of how a coil pot is built by the teacher
11. Students will engage in creating their own coil pot
12. Students will engage in creating their own slab box
13. Students will use different glazes to decorate the exterior of their pottery

Video:

Ceramics Handbuilding Slab Construction
Ceramics Handbuilding Pinch and Coil Construction

Text:

Art Fundamentals
The Visual Experience

Internet Sources

www.demilked.com

Vocabulary:

Leather hard, Bisque, Throwing, Rib, Pinch, Coil, Slabs, Bisque fire, Bone dry, Greenware, Glaze firing, Kiln wash, Foot, Potters wheel, Fire, Glaze

Art II Unit: Watercolor Paintings

Time Frame: 2-3 weeks

Teachers: Decker/Applebee

Unit Summary and Rationale: The students will be using three different types of watercolor paints to create a watercolor painting.

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 different methods that can be used, and what types of watercolor paints are there when it comes to creating a watercolor painting?

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 use watercolors, concentrated watercolors, and watercolor pencils upon completion of this project.
- Students will be able to understand the effects of salt, tape, glue, sand paper, different types of brushes, and other materials on their watercolor paintings.
- Students will be able to recognize the difference between acrylic, tempera, oil, and watercolor paintings.

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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.

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- Students will value evidence.
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- Students will use technology and digital media strategically and capably.
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Unit Standards:

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Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Watercolor painting video worksheet• Watercolor application sheet checklist sheet• Sketchbook assignment	<ul style="list-style-type: none">• Watercolor Painting Project

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

<ol style="list-style-type: none">14. Students will watch a video that explains some of the different types of watercolor paint.15. Students will fill out a worksheet that goes along with the video.16. Students will follow along with the teacher's demonstration of different types of watercolor applications and effects.17. Students will begin to research different types of watercolor artists18. Students will begin to create their own type of watercolor paintings.

Video:

Watercolor Painting

Text:

Art Fundamentals

Internet Sources

www.demilked.com

Vocabulary/Artists:

Watercolor Paint, Concentrated watercolor paint, watercolor pencils, blotting, cold pressed paper, hot pressed paper, deckle, dry brushed, wash, graded wash, wet on wet,

Albrecht Durer, Van Dyck, Claude Lorrain, Giovanni Benedetto Castiglione, John James Audubon, Thomas Rowlandson, Paul Sandby, Thomas Girtin

Art II Unit: Graphic Design

Time Frame: 2-3 weeks

Teachers: Decker/Applebee

Unit Summary and Rationale: The students will be using the computer programs Adobe Illustrator and Adobe Photoshop to create two different projects. Adobe Illustrator will be used to create a cover. Adobe Photoshop will be used to manipulate photos to create a digital collage.

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 can computers be used to assist in the creation of art?

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

- Understand how to use the basic functions of the program Adobe Illustrator
- Understand how to use the basic functions of the program Adobe Photoshop
- Create a functional logo using Adobe Illustrator
- Create a functional magazine cover using Adobe Photoshop and Adobe Illustrator
- Understand how the computer can be used to assist in the creation of art

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Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Visual words worksheet• Text sketchbook assignment• Adobe Photoshop Exercises• Adobe Illustrator Exercises	<ul style="list-style-type: none">• Logo Design• Magazine Cover Design

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

19. Students will complete the visual words packet using color pencils
20. Students will follow along with a demonstration by the teacher about the computer program Adobe Illustrator
21. Students will complete Adobe Illustrator exercises
22. Students will complete their logo design using the computer
23. Students will follow along with a demonstration led by the teacher about the computer program Adobe Photoshop
24. Students will complete Adobe Photoshop exercises
25. Students will complete their magazine cover using Adobe Photoshop and Adobe Illustrator

Video:

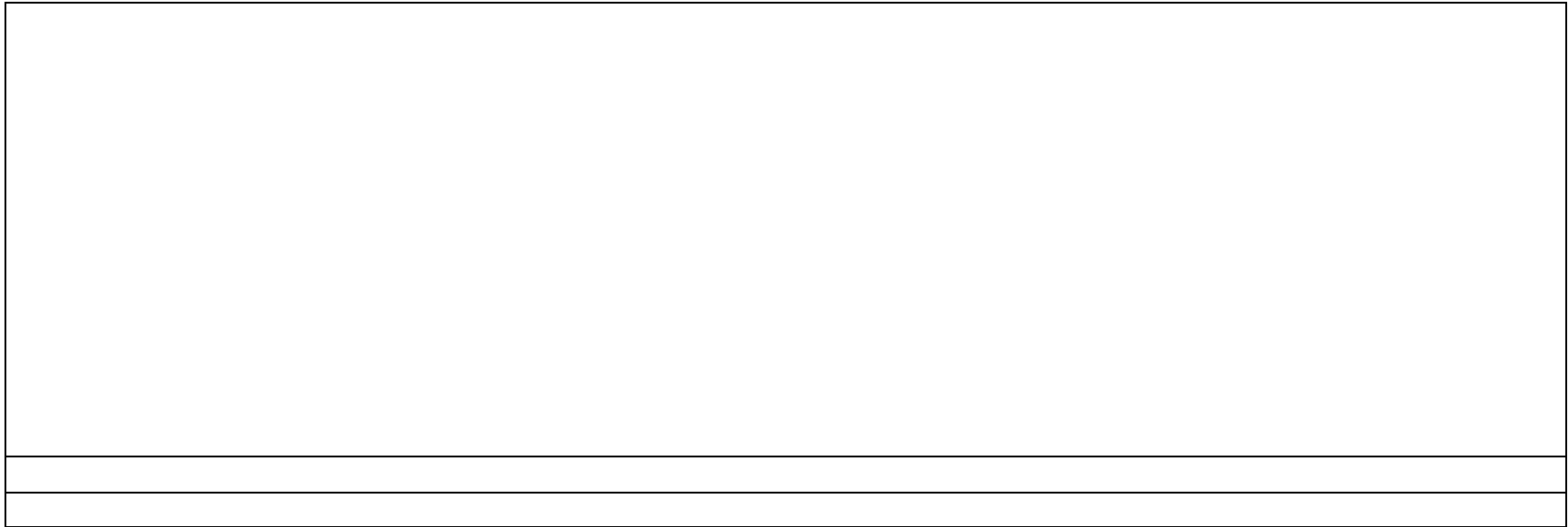
<http://psd.tutsplus.com/articles/web/20-insane-comic-book-style-photoshop-effects/>
<http://www.hongkiat.com/blog/41-nicest-photoshop-photo-effects-photoshop-tutorials/>

Text:

Graphic Communications
The Visual Experience

Internet Sources

www.demilked.com
www.adobe.com
<http://psd.tutsplus.com/articles/web/20-insane-comic-book-style-photoshop-effects/>
<http://www.hongkiat.com/blog/41-nicest-photoshop-photo-effects-photoshop-tutorials/>



Vocabulary/Artists:

Adobe Photoshop, Adobe Illustrator, .psd, .jpeg, .gif, direct selection tool, magic wand tool, lasso tool, free transform tool, gradient, Pen tool, Type tool, Crop tool, Rectangular marquee tool, healing brush, clone stamp tool, eyedropper tool, dodge tool

Paul Rand, Rudy VanderLans, Erik Spiekermann, Ellen Lupton and Rick Poynor

Art II Unit: Pointillism

Time Frame: 3-4 weeks Teachers: Decker/Applebee

Unit Summary and Rationale: The students will be learning about the style of art known as pointillism. They will be using this style to create their own painting.

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 other types of tools can be used to create a painting besides a brush?

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

- Understand what pointillism is and how it is different from other types of painting.
- Understand where the idea of pointillism came from and who the primary pointillism artists are.
- Design and create a pointillism painting using acrylic paint and a stick tool.
- Understand what will happen when sprinkle together two primary paint colors.

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Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Sketchbook assignments using the idea of pointillism and stippling.• Stippling and pointillism exercises using acrylic paint.• Scholastic art magazine worksheet about artist George Seurat.	<ul style="list-style-type: none">• Pointillism painting project

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

26. Students will read about artist George Seurat in a Scholastic Art Magazine.
27. Students will complete a worksheet about artist George Seurat
28. Students will complete stippling and pointillism exercises
29. Students will look for an idea for their pointillism project
30. Students will begin their pointillism painting

Video:

Text:

Scholastic Art Magazine
Discovering Art History

Internet Sources

www.demilked.com

<http://www.creativebloq.com/graphic-design/pointillism-examples-dot-art-11121135>

Vocabulary/Artists:

Stippling, pointillism, George Seurat, optical mix, visually balanced, asymmetrical

Georges Seurat, Paul Signac, Charles Angrand, Chuck Close, Henri-Edmund Cross, Georges Lemmon, John Roy, Vincent Van Gogh, Camille Pissarro

Art II Unit: Tessellations Time Frame: 3-4 weeks Teachers: Decker/Applebee

Unit Summary and Rationale: The students will be using their math and geometry skills to create three different types of tessellations which will ultimately turn into a drawing project.

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 can math/geometry be used to make patterns, such as tessellations, in art?

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

- Learn about artist M.C. Escher and his unique subject matter of tessellations
- Understand how the concept of geometry can be used in art to create beautiful patterns
- Create a project using different types of tessellations

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Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• M.C. Escher Scholastic Art Worksheet• Translation Tessellation• Rotation Tessellation• Reflection Tessellation• Tessellation Sketchbook assignments	<ul style="list-style-type: none">• Tessellation Drawing Project

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

<ol style="list-style-type: none">31. Students will read a scholastic art magazine about artist M.C. Escher.32. Students will fill out a worksheet that talks about M.C. Escher and his creation of tessellations33. Students will watch a video that talks about creating tessellations34. Students will create three types of tessellations by watching their instructor lead them through the process35. Students will begin their tessellation project

Video:

Tessellations

Text:

Discovering Art History
The Visual Experience

Internet Sources

www.demilked.com

<http://www.tessellations.org/>

<http://cf.linnbenton.edu/mathsci/math/mcdowep/upload/Tessellation%20Project%20Directions%20Mth%2097.pdf>

Vocabulary/Artists:

Translation Tessellation, Reflection Tessellation, Rotation Tessellation, Tessellation

M.C. Escher, Johannes Kepler, Yevgraf Fyodorov, Heinrich Heesch

Art II Unit: Two Point Perspective Time Frame: 3-4 weeks Teachers: Decker/Applebee

Unit Summary and Rationale: The students will be using the rules of two-point perspective to create a drawing of a street corner from their own point of view. They will be drawing this in a realistic manner as if the viewer was standing across from the street corner that they are viewing.

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 one draw a three dimensional looking group of buildings on a two dimensional surface?

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

- Understand the basic terms associated with two point perspective
- Create a drawing of buildings using two point perspective to give the illusion of depth (3 dimensions) on a two dimensional surface
- Mix and layer color pencils together to create advanced contrasting tints and shades

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.

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Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Teacher-led example sheet• Perspective sketchbook assignments• Video worksheet: Basic Perspective Drawing	<ul style="list-style-type: none">• Two point perspective drawing of a city

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

36. Students will watch a video entitled basic perspective drawing
37. Students will complete a worksheet that goes along with the video they are watching
38. Students will follow along with the teacher creating a skeleton of a city learning the rules of two point perspective
39. Students will begin to create their own two point perspective drawing of a city

Video:

Basic Perspective Drawing

Text:

Art Fundamentals

Internet Sources

www.demilked.com

<http://drawsketch.about.com/od/perspective/ss/2ptperspective.htm>

Vocabulary/Artists:

Horizon line, vanishing point, 2 point perspective, 1 point perspective, left vanishing plane, right vanishing plane, vertical, horizontal, proportional, two dimensional, three dimensional.

Lorenzo Ghiberti, Donatello, Filippo Brunelleschi, Michelangelo

Art II Unit: Watercolor Paintings

Time Frame: 2-3 weeks

Teachers: Decker/Applebee

Unit Summary and Rationale: The students will be using three different types of watercolor paints to create a watercolor painting.

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 different methods that can be used, and what types of watercolor paints are there when it comes to creating a watercolor painting?

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 use watercolors, concentrated watercolors, and watercolor pencils upon completion of this project.
- Students will be able to understand the effects of salt, tape, glue, sand paper, different types of brushes, and other materials on their watercolor paintings.
- Students will be able to recognize the difference between acrylic, tempera, oil, and watercolor paintings.

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Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Watercolor painting video worksheet• Watercolor application sheet checklist sheet• Sketchbook assignment	<ul style="list-style-type: none">• Watercolor Painting Project

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

<ol style="list-style-type: none">40. Students will watch a video that explains some of the different types of watercolor paint.41. Students will fill out a worksheet that goes along with the video.42. Students will follow along with the teacher's demonstration of different types of watercolor applications and effects.43. Students will begin to research different types of watercolor artists44. Students will begin to create their own type of watercolor paintings.

Video:

Watercolor Painting

Text:

Art Fundamentals

Internet Sources

www.demilked.com

Vocabulary:

Watercolor Paint, Concentrated watercolor paint, watercolor pencils, blotting, cold pressed paper, hot pressed paper, deckle, dry brushed, wash, graded wash, wet on wet,