

Pembroke Public Schools - Visual & Performing Arts Department

Studio Art 1: Course # UBD Unit Plans

Course Overarching Essential Questions:

- How can I use my knowledge and personal experiences to generate and conceptualize artistic ideas?
- How can analysis and interpretation of other artwork, cultures, and ideas influence my own art?
- What ideas can I use to make my art personal?
- Why do I participate wholeheartedly in assignments?
- What do I need to do to properly use and care for art supplies?

Subject: Visual Art		Course: Studio Art 1		Grade level(s): 9-11		Last updated: August 2022 by Elizabeth Green	
Unit Title/Topics	Time Required	Essential Questions	Knowledge Students will know:	Enduring Understandings Students will understand that:	Transfer Skills Students will be able to independently apply:		
Unit 1: Observational Value	Three weeks and on-going application.	What is value? How can I choose the right drawing pencil? How can I change the pressure on my drawing tool to alter value? How can I change the density of my drawn mark to alter value? What lines and shapes does the	Students will know value is the lightness or darkness of something. Students will know H pencils are harder and lighter, and B pencils are softer and darker. Students will know that more pressure will make a darker value. Students will know that denser marks show darker values. Students will know sight measuring techniques,	Students will understand that value gives line drawings dimension. Students will understand why their materials function the way they do. Students will understand that the more graphite that is applied to the paper, the darker the value will be. Students will understand that where they do not make a mark, white paper is revealed to lighten value. Students will understand how to show the edges, and changes in value on their	Students will be able to give the illusion of dimension to their line drawings. Students will be able to make informed decisions when choosing their drawing tool. Students will be able to create smooth values on their line drawings. Students will be able to use line value to create textural value on their line drawings.		

		object observed consist of?	and to work from largest shapes to smallest.	objects in a way that relates to each other realistically.	Students will observe an object and create a line drawing to shade with value.
<p>Common Misunderstandings: Shape is the only tool you have to develop a composition Value can only be manipulated by choosing the right drawing tool</p> <p>CEPA(s) (<i>Curriculum Embedded Performance Assessments</i>): <i>Include information from assessment evidence and list/name any rubric or toolkit used</i></p> <p>Formative: Informal assessment of student value use and contour observation given through classwork Sphere Worksheet Line Value Scales Observational Contour Drawing: <i>students observe and draw lines of object</i></p> <p>Summative: Student creates an observational value drawing to demonstrate learned skills. Grading Rubric: Observational Value Drawing</p> <p>VOCABULARY BY TIER: (CCSS AND WIDA) Value, light, dark, line, pressure, density, smooth, texture</p> <p>2019 MA STATE ARTS CURRICULUM FRAMEWORKS ADDRESSED IN THIS UNIT ARE: (F.V.Cr.03)(F.V.P.05)(F.V.Co.10)(F.V.R.09)</p>					

<p>Unit 2</p> <p>Blind Contour</p>	<p>Three weeks and on-going application</p>	<p>How can I develop the connection between my eye and drawing hand?</p> <p>How can I allow abstractions to occur in an observational drawing?</p> <p>How can I arrange three separate drawings into a picture plane to create visual balance?</p>	<p>Students will be instructed to let their eyes travel along their observed subject slowly and carefully.</p> <p>Students will be instructed not to look at their paper as they draw. Drawing shields will be available for those who need them.</p> <p>Students will be instructed to fill space one drawing at a time, and aim to further balance with each additional element.</p>	<p>Students will understand that the more specific their contour mark can be to their subject, the more successful the drawing will be.</p> <p>Students will understand the goal of blind contour is for the mark to develop a likeness to the subject, not the whole drawing.</p> <p>Students will understand visual balance is related to the visual weight of drawing elements. Space filled, color, line weight, detail, and value, can all affect visual weight.</p>	<p>Students will be able to follow the contour line of various subjects with their eyes, and mimic the line on paper.</p> <p>Students will observe their subject matters intently while creating continuous line blind contour drawings.</p> <p>Students will create a balanced drawing that consists of 3 blind contour drawings of the skeleton, and at least 3 colors.</p>
<p>Common Misunderstandings: The goal is to create an exact likeness to the subject observed All space needs to be filled to create visual balance</p> <p>Vocabulary: Contour, line, balance, overlap, color, value</p> <p>Assessments: Formative: achieving certain number of attempts at hands, faces, manikins, and skeletons (prior to project) Summative: Blind Contour Skeleton Rubric</p> <p>2019 MA STATE ARTS CURRICULUM FRAMEWORKS ADDRESSED IN THIS UNIT ARE:</p> <p>(F.V.P.05)(F.V.Cr.02)(F.V.Cr.01)(F.V.Cr.03)</p>					

<p>Unit 3: Color Theory</p>	<p>One week and on-going application</p>	<p>What are the color categories?</p> <p>What are color schemes?</p>	<p>Students will learn to identify the primary, secondary, and tertiary colors.</p> <p>Students will learn to use complementary, triadic, and analogous color schemes.</p>	<p>Students will understand that primary colors are pure pigments, and are used to mix all other colors. Secondary colors have even mixes of primary colors, and tertiary colors lean closer to the primaries.</p> <p>Students will understand that placement on the color wheel determines the color scheme.</p>	<p>Students will create a color wheel.</p> <p>Students will create 3 compositions using each color scheme.</p>
<p>Common Misunderstandings: blue and yellow make purple, blue and red make orange, yellow and red make green Complementary colors are next to each other on the color wheel Analogous colors are evenly spaced on the color wheel Triadic colors are across from each other on the color wheel</p> <p>Vocabulary: Color, color wheel, color scheme, analogous, tertiary, secondary, primary, complementary, triadic</p> <p>Assessments: Color wheel: color mixing and placement Color Scheme compositions: visual balance and color placement</p> <p>2019 MA STATE ARTS CURRICULUM FRAMEWORKS ADDRESSED IN THIS UNIT ARE: (F.V.Cr.03)(F.V.R.09)</p>					

<p>Unit 4 Perspective</p>	<p>Three weeks and on-going application</p>	<p>What is a horizon line?</p> <p>What is foreshortening?</p> <p>What is a vanishing point?</p>	<p>Students will learn to start their perspective drawings with a horizon line.</p> <p>Students will learn how form and scale changes as objects move forward and backwards in space.</p> <p>Students will learn that horizontal lines recede to a common point.</p>	<p>Students will understand the horizon line represents where the land meets the sky.</p> <p>Students will understand that objects warp and shrink as they recede in space.</p> <p>Students will understand how to determine which vanishing point to use.</p>	<p>Students will draw a horizon line in all their perspective work.</p> <p>Students will show foreshortened space and forms in their perspective drawing.</p> <p>Students will create a perspective drawing where all horizontal lines recede to the appropriate vanishing point.</p>
<p>Common Misunderstandings: Horizontal lines remain horizontal when seen in real space Horizontal lines all change to the same angle Vanishing points have no purpose</p> <p>Vocabulary: Horizontal, vertical, vanishing point, foreshortening, plane</p> <p>Assessments: Formative: square, triangle, and circle drawing in perspective with dimension street corner drawing rubric lettering in perspective rubric</p> <p>2019 MA STATE ARTS CURRICULUM FRAMEWORKS ADDRESSED IN THIS UNIT ARE: (F.V.Cr.01)(F.V.Cr.03)(F.V.P.05)(F.V.Co.10)</p>					

<p>Unit 5</p> <p>Complex Imagery Painting</p>	<p>One month and on-going application</p>	<p>How can I create a composition that incorporates multiple ideas?</p> <p>How can I create clarity using watercolor paint?</p>	<p>Students will learn to develop a plan for complex artworks.</p> <p>Students will learn techniques to control watercolor paint application.</p>	<p>Students will understand subjects must be decided before they can be arranged.</p> <p>Students will understand that water is clear and sticks to itself.</p>	<p>Students will create a painting using complex imagery.</p> <p>Students will use paint to create clarity in imagery.</p>
<p>Common Misunderstandings: Watercolor paint can be used quickly Color will always stay where it is placed Major compositional changes can be made at any point in a project</p> <p>Vocabulary: Imagery, balance, dilute, mix, transparent, opaque, flow, value</p> <p>Assessments: Formative: watercolor techniques, painting plan Summative: stained glass window rubric word play rubric</p> <p>2019 MA STATE ARTS CURRICULUM FRAMEWORKS ADDRESSED IN THIS UNIT ARE:</p> <p>(F.V.Cr.01)(F.V.Cr.02)(F.V.Cr.03)(F.V.P.04)(F.V.P.06)(F.V.R.07)(F.V.R.08)(F.V.Co.10)(F.V.Co.11)</p>					
<p>Unit 6</p> <p>Zentangle Fruit</p>	<p>2 weeks and on-going application</p>	<p>What is a fruit?</p> <p>What is a zentangle?</p>	<p>Students will learn to identify which plants are fruits.</p> <p>Students will learn how to repeat an element,</p>	<p>Students will understand fruits have seeds or pits.</p> <p>Students will understand how to develop patterns.</p>	<p>Students will choose one or multiple fruits to represent in a drawing.</p> <p>Students will fill their fruit drawings, and surrounding space, with zentangle patterns.</p>

			or sequence of elements.		
<p>Common Misunderstandings: Empty backgrounds can be part of completed compositions Fruit needs to be sweet</p> <p>Vocabulary: Outline, composition, pattern, zentangle, color, space, contrast</p> <p>Assessments: zentangle fruit rubric</p> <p>2019 MA STATE ARTS CURRICULUM FRAMEWORKS ADDRESSED IN THIS UNIT ARE: (F.V.Cr.02) (F.V.Cr.03)(F.V.P.05)(F.V.R.08) (F.V.Co.10)</p>					
Unit 7 Sculptural Building	3 weeks and ongoing application	How can I create a three dimensional object?	Students will learn attachment and building methods for their given materials.	Students will understand their methods are dependent on their materials.	Students will create projects using proper building methods for their materials.
		What is an architectural structure?	Students will learn to identify interiors and exteriors, and voluminous forms.	Students will understand architecture can be functional or sculptural.	Students will create an architectural structure out of cardboard.
		What is an organic form?	Students will learn to identify fluid forms as organic.	Students will understand that angles rarely exist in organic forms.	Students will create an organic form out of wire and fabric.
<p>Common Misunderstandings: Attachments made only at the seam are longlasting Pieces you build with will line up without accurate measuring and cutting Paint is the only thing that can enhance the surface of a sculpture</p> <p>Vocabulary: Shape, form, space, volume, upright, hanging, curve, angle</p>					

	<p>Assessments: Formative: cardboard attachments (interlocking pieces, tabs, lamination) Summative: cardboard architecture wire sculpture</p> <p>2019 MA STATE ARTS CURRICULUM FRAMEWORKS ADDRESSED IN THIS UNIT ARE:</p> <p>(F.V.Cr.01)(F.V.Cr.02)(F.V.Cr.03)(F.V.P.05)(F.V.R.07)(F.V.Co.10)(F.V.Co.11)</p>				
<p>Final Exam ASL Mixed Media</p>	<p>3 weeks</p>	<p>How can I represent a hand that its position is understood as a letter in ASL? How can my color and material use make my project visually appealing? How can my placement of elements enhance my composition?</p>	<p>Students will learn the ASL alphabet.</p> <p>Students will learn techniques to use various materials.</p> <p>Students will learn to use the rule of thirds when activating focal points.</p>	<p>Students will understand techniques of line and value to represent forms accurately.</p> <p>Students will understand what effects certain color and material combinations will have.</p> <p>Students will understand what activating each principle of art will do to their compositions.</p>	<p>Students will represent at least a five letter word in ASL.</p> <p>Students will make choices on how they would like to visually represent their chosen word in ASL.</p> <p>Students will place all elements intentionally in their picture planes to create a balanced and complete composition.</p>

Common misunderstandings:
Imagery can only be placed in simple shapes
Legible placement of letters needs to be horizontal
There is one way to create a visually appealing composition

Vocabulary:
shape, line, value, color, form, space, texture, pattern, balance, rhythm, contrast, unity, movement, emphasis, composition

Assessments:
Formative: hand outlines
Summative:
[ASL Mixed Media](#)

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(F.V.Cr.01)(F.V.Cr.02)(F.V.Cr.03)(F.V.P.04)(F.V.P.05)(F.V.P.06)(F.V.R.07)(F.V.R.08)(F.V.R.09)(F.V.Co.10)(F.V.Co.11)

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