

Pembroke High School
Visual Arts Department
Curriculum

Studio Art II

Course: Studio Art II

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> The World of Art (Elements & Principles)</p> <p><u>Sketchbook Cover Collage</u></p> <p>Timeline: 1 Week</p> <p><u>Essential Question(s):</u></p> <p>What is art? (Communication and purposes of art)</p> <p>Why do artists create?</p> <p>What are the elements and principles of art?</p> <p>What are the three basic properties of an artwork?</p> <p>What constitutes a good design,</p>	<p>Students will learn how to communicate using art.</p> <p>Students will learn the purposes of art (functions).</p> <p>Students will learn why artists create work and where they get their ideas.</p> <p>Students will learn the language of art (the elements and principles of art).</p> <p>Students will learn the basic properties and features of an artwork, including how to read or create a credit line.</p>	<p>Students will create a sketchbook and illustrate the cover for their sketchbook</p> <p>Students will use the materials provided to draw, cut and paste, and assemble text and images on the final working area in a collage reflecting their personality.</p>	<p>Vocabulary worksheet</p> <p><i>ArtTalk Study Guide</i> 1</p> <p>Unit Quiz</p> <p>Grading Rubric (Student/Peer/Teacher Assessment)</p>	<p><i>Glencoe Arttalk</i> Textbook Unit 1 (Chapter 1)</p> <p><i>Glencoe Arttalk</i> Study guides and concept maps</p>	<p><u>MA Frameworks:</u></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.</p> <p>2.16 Create artwork that demonstrates a purposeful use of the elements and principles of design to convey meaning and emotion</p> <p>3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork</p>

<p>especially a collage as art?</p>					<p>that conveys a personal point of view about issues and ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><u>P.H.S. Student Expectations:</u></p> <p>Identify, define, analyze, and solve problems.</p>
-------------------------------------	--	--	--	--	---

					Explore and express ideas through the applied and performing arts.
--	--	--	--	--	--

Course: Studio Art II

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<u>Unit Title:</u> <i>Line</i>	Students will learn and	Students will practice pen & ink	Vocabulary worksheet	<i>Glenco Arttalk</i> Textbook	<u>MA Frameworks:</u>

<p>(shape & form)</p> <p><u>Observation</u></p> <p><u>Drawing/Pen & Ink</u></p> <p><u>Timeline:</u> 4 Weeks</p> <p><u>Essential Question(s):</u></p> <p>How is line used in art?</p> <p>How pen & ink is used as a medium?</p> <p>How to create shape & form using line?</p> <p>How to create stylization in artwork using line?</p>	<p>demonstrate the element of line.</p> <p>Identify the different kinds of lines and the ways lines can vary in appearance.</p> <p>Demonstrate how lines are used to change values and create shape and form.</p> <p>Analyze the expressive qualities or meanings of different lines in works of art.</p> <p>Students will begin to develop and explore personal stylization using line.</p>	<p>exercises to gain skills w/ the medium</p> <p>Students will complete a worksheet on using line to create various values.</p> <p>Students will complete a worksheet on using line to show shape and form (3-Dimensionality)</p> <p>Students will draw a subject from observation and use line (pen & ink) showing values, shape, and form through hatching and cross hatching.</p>	<p>Value Scale Worksheet (Hatching and Cross Hatching)</p> <p>Worksheet; Using line to show shape & form (sample contour drawings of objects)</p> <p>Unit Quiz (Line and associated vocabulary)</p> <p>Grading Rubric (Student/Peer/Teacher Assessment)</p> <p>Critique Grading Rubric (Student/Peer/Teacher Assessment)</p>	<p>Unit 2 (Chapter 4)</p> <p>Glencoe Arttalk Study guides and concept maps</p> <p>"How to Draw What You See" by; Rudy De Reyna Watson-Guption Publications</p> <p><u>Al Hirschfeld</u> www.alhirschfeld.com</p> <p><u>Ando Hiroshige</u> www.hiroshige.org.uk/</p> <p><u>Albrecht Durer</u> http://www.southern.com/wm/paint/auth/durer/ /</p> <p>Previous Student work for examples.</p>	<p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space</p> <p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p>
---	--	--	--	--	--

					<p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><u>P.H.S. Student Expectations:</u></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
--	--	--	--	--	---

Course: Studio Art II

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> <i>Color, Rhythm, Balance, Movement.</i></p>	<p>Students will learn and demonstrate the element of color.</p>	<p>Students will complete worksheets on color exploring color and</p>	<p>Vocabulary Worksheet <i>ArtTalk</i> Study Guide 6 (Color)</p>	<p><i>Glenco ArtTalk</i> Textbook Chapter 6 : Color</p>	<p><u>MA Frameworks:</u> 1.9 Demonstrate the ability to</p>

<p><u>Linoleum Block Printing</u></p> <p>Timeline: 4 Weeks</p> <p>Essential Question(s):</p> <p>What are the properties of color?</p> <p>What are complementary & analogous colors?</p> <p>What is a color scheme and how is it used in artwork?</p> <p>How can color create movement and balance in a work of art?</p> <p>What is Rhythm in art and how is it created & used?</p>	<p>Students will demonstrate effective use of color art media in drawing, painting, or design.</p> <p>Students will identify the 3 properties of color.</p> <p>Students will analyze the use of color in artworks of others to express meaning.</p> <p>Students will incorporate and demonstrate the use of complementary & analogous colors.</p> <p>Students will demonstrate the use of a color scheme, color movement, and color balance.</p>	<p>especially complementary and analogous colors.</p> <p>Students will create a Linoleum Block Print of an image/subject and use color (as the print or the background) demonstrating color movement and color balance in a final 9 panel work.</p>	<p>Glencoe Arttalk Concept maps on color</p> <p>Color Worksheets</p> <p>Unit Quiz (Color and associated vocabulary)</p> <p>Grading Rubric (Student/Peer/Teacher Assessment)</p>	<p>Glenco ArtTalk Textbook Chapter 8 (Rhythm, Pattern, & Movement)</p> <p>Glenco ArtTalk Study guide & concept maps on color</p> <p><u>Digital Color Wheel</u> http://www.paintquality.com/color/index.html#</p> <p><u>Andy Warhol</u> www.warhol.org/</p> <p><u>Stephen L. King</u> www.slkgallery.com</p> <p><u>Claude Monet</u> en.wikipedia.org/wiki/Claude_Monet</p> <p><u>Pablo Picasso</u> http://www.artchive.com/artchive/P/picasso.html</p> <p>Previous Student work for examples.</p>	<p>create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete</p>
---	--	---	---	--	---

					<p>long-term projects, alone and in group settings</p> <p>4.11 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><u>P.H.S. Student Expectations:</u></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied</p>
--	--	--	--	--	---

					and performing arts.
--	--	--	--	--	----------------------

Course: Studio Art II

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p><u>Unit Title:</u> <i>Texture, Value, Line, Space, Form</i></p> <p><u>Scratchboard</u></p> <p><u>Timeline:</u> 3 Weeks</p> <p><u>Essential Question(s):</u></p>	<p>Students will learn and demonstrate the element of texture.</p> <p>Students will learn and demonstrate the use of positive and negative space in art.</p>	<p>Students will complete a worksheet on the history of scratchboard as a medium.</p> <p>Students will learn about various endangered species and write a brief essay on the species</p>	<p>Online/Internet assignment on the history of scratchboard and questions associated w/ the medium.</p> <p>Scratchboard Value Scale Worksheet</p> <p>Vocabulary Worksheet</p>	<p><i>Glenco ArtTalk</i> Textbook Chapter 7 (Texture)</p> <p><u>Scratchboard Internet Lesson</u> http://www.princetonol.com/groups/iad/Files/Scratchboard.htm</p> <p><u>Scratchboard Artists</u></p>	<p><u>MA Frameworks:</u></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p>

<p>What is texture in art?</p> <p>What are the four types of texture?</p> <p>How do you use positive and negative shape/space in art using scratchboard as a medium?</p>	<p>Students will create an illustration demonstrating the use and combination of elements of line, shape, space, value, and texture.</p>	<p>they choose to illustrate.</p> <p>Students will create an illustration using scratchboard as a medium incorporating the element of texture in their design.</p>	<p><i>ArtTalk</i> Concept Map7 (Texture & Value)</p> <p>Unit Quiz on Texture, Value, and Scratchboard</p> <p>Grading Rubric (Student/Peer/Teacher Assessment)</p>	<p>http://www.scratchboard-art.com/</p> <p>Previous Student work for examples.</p>	<p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.12 Demonstrate the ability to develop an idea through multiple</p>
--	--	--	---	---	---

					<p>stages, responding to criticism and self-assessment</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><u>P.H.S. Student Expectations:</u></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
--	--	--	--	--	--

Course: Studio Art II

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: <i>Variety, Emphasis, Harmony, Unity</i></p> <p><u>Childhood Memory Assemblage/ Collage</u></p> <p>Timeline: 4 Weeks</p> <p>Essential Question(s): What is the difference between a collage and an assemblage?</p>	<p>Students will learn and demonstrate variety, emphasis, harmony & unity in artwork.</p> <p>Students will learn and demonstrate techniques to create a focal point.</p> <p>Students will learn and demonstrate the medium of assemblage/collage to illustrate a memory or occurrence in life.</p>	<p>Students will brainstorm and list memories to illustrate and list images/color schemes associated (worksheet)</p> <p>Students will create a work in the assemblage/collage style focusing on a childhood memory that will include the principles of harmony, variety, emphasis, & unity</p>	<p>Vocabulary Worksheet</p> <p>Worksheet List of memories to illustrate, images that could be used, and color scheme.</p> <p>Thumbnail sketches of layout/composition</p> <p><i>Glenco ArtTalk</i> Study guide 11</p> <p><i>Glenco ArtTalk</i> Concept Map 11</p> <p>Grading Rubric (Student/Peer/Teacher Assessment)</p>	<p><i>Glenco ArtTalk</i> Textbook Chapter 11 (Variety, Harmony, Emphasis, and Unity)</p> <p><i>Glenco ArtTalk</i> Study guide 11</p> <p><i>Glenco ArtTalk</i> Concept Map 11</p> <p>Robert Rauschenberg en.wikipedia.org/wiki/Robert_Rauschenberg</p> <p>Andrew Wyeth www.andrewwyeth.com</p>	<p>MA Frameworks:</p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the</p>

<p>What are the techniques to create a focal point?</p> <p>What is Variety in art?</p> <p>What is emphasis and harmony in art and how can they be achieved?</p> <p>What is Unity in art and how can it be achieved?</p>			<p>Critique Grading Rubric (Student/Peer/Teacher Assessment)</p> <p>Unit Quiz on Artists & Vocabulary (Variety, Harmony, Emphasis, & Unity)</p>	<p>Jasper Johns en.wikipedia.org/wiki/Jasper_Johns</p> <p>Peter Beard www.peterbeard.com</p> <p>Antonio Puleo http://www.cherryandmartin.com/artistDetail.php?id=7</p> <p>Previous Student work for examples.</p>	<p>compositions of others</p> <p>2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood</p> <p>2.16 Create artwork that demonstrates a purposeful use of the elements and principles of design to convey meaning and emotion</p> <p>3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space</p>
---	--	--	---	---	--

					<p>3.11 Demonstrate the ability to portray emotions and personality through the rendering of physical characteristics in 2D and 3D work</p> <p>3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D an 3D artwork that conveys a personal point of view about issues and ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.10 Demonstrate the ability to develop an idea</p>
--	--	--	--	--	---

					<p>through multiple stages, responding to criticism and self-assessment</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><u>P.H.S. Student Expectations:</u></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
--	--	--	--	--	---

Course: Studio Art II

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: Value, Shape, Form, Scale, Proportion</p> <p><u>Self Portrait</u> <u>(Pencil)</u></p> <p><u>Timeline:</u> 3 Weeks</p> <p><u>Essential</u> <u>Question(s):</u></p> <p>What is scale and proportion in art?</p> <p>How can you enlarge an image to the correct proportion?</p> <p>How can a self portrait have individual stylization?</p> <p>Why is it important to use a variety of value in a pencil drawing?</p>	<p>Students will use value through shading and blending, scale and proportion to complete a self portrait drawing.</p> <p>Students will use a variety of value to show shape and form of the features of their face.</p> <p>Students will learn scale and placement using the grid method.</p>	<p>Students will create a self portrait drawing in pencil using a variety of values and working w/ scale, proportion, shape and form.</p> <p>Students will complete a worksheet on drawing various features of the face (nose, eyes, mouth, etc.)</p> <p>Students will complete a value scale worksheet concentrating on shading and blending techniques.</p> <p>Students will critique their work and the work of their peers. (Class Critique)</p>	<p>Vocabulary Worksheet</p> <p>Value Scale Worksheet</p> <p>Features of the Face/Portrait Worksheets</p> <p>Grading Rubric (Student/Peer/Teacher Assessment)</p> <p>Critique Grading Rubric (Student/Peer/Teacher Assessment)</p>	<p>Glenco <i>ArtTalk</i> Textbook Chapter 10 (Proportion)</p> <p>Text; "Drawing The Human Head" by Burne Hogarth</p> <p><u>Portrait Art Tutorial</u> www.portrait-artist.org</p> <p>"How to Draw What You See" by; Rudy De Reyna Watson-Guption Publications</p> <p>Previous Student work for examples.</p>	<p><u>MA Frameworks:</u></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a</p>

					<p>sense of space, or a mood</p> <p>2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style</p> <p>3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space</p> <p>3.11 Demonstrate the ability to portray emotions and personality through the rendering of physical characteristics in 2D and 3D work</p> <p>4.9 Demonstrate the ability to</p>
--	--	--	--	--	---

					<p>conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><u>P.H.S. Student Expectations:</u> Identify, define, analyze, and solve problems.</p>
--	--	--	--	--	---

					Explore and express ideas through the applied and performing arts.
--	--	--	--	--	--

Course: Studio Art II

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
Unit Title: Value, Shape, Form, Color, Texture, Pattern & Rhythm <u>Abstract</u> <u>(Mono Print)</u>	Students will use water based inks and paint onto a plexi-glass surface to create an	Students will create an abstract mono-print using a type of pattern and rhythm while establishing a color	Vocabulary Worksheet Grading Rubric (Student/Peer/Teacher Assessment)	<i>Glenco ArtTalk</i> Textbook Chapter 3; Media and Processes <i>Glenco ArtTalk</i> Textbook	<u>MA Frameworks:</u> 1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique

<p><u>Timeline:</u> 2 Weeks</p> <p><u>Essential Question(s):</u></p> <p>What is a mono-print?</p> <p>What materials do you need in order to create a mono-print?</p> <p>How can you incorporate many values when creating a mono-print?</p> <p>What is the difference between alternating and flowing rhythm in art?</p> <p>How do artists use rhythm to create movement?</p> <p>How can you create movement using color in a composition?</p>	<p>abstract mono-print.</p> <p>Students will learn and demonstrate how to incorporate pattern and rhythm into a work of art that is abstract.</p>	<p>scheme and creating a focal point.</p>	<p>Unit Quiz (Vocabulary & Mono-Printing Terminology)</p>	<p>Chapter 8; Rhythm, Pattern, and Movement</p> <p><u>History of Mono Printing</u> http://www.monoprints.com/history/brief.html</p> <p><u>Stephen L. King</u> www.slkgallery.com</p> <p>Previous Student work for examples.</p>	<p>characteristics of particular media, materials, and tools</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood</p> <p>3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects</p>
--	---	---	---	--	--

<p>What is progressive rhythm in art?</p>					<p>and people within that space</p> <p>3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>4.13 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p>
---	--	--	--	--	---

					<p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><u>P.H.S. Student Expectations:</u> Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
--	--	--	--	--	--

Course: Studio Art II

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: Value, Shape, Form, Scale, Proportion</p> <p><u>Self Portrait</u> <u>(Mono Print)</u></p> <p><u>Timeline:</u> 2 Weeks</p> <p><u>Essential</u> <u>Question(s):</u></p> <p>What is a mono-print?</p>	<p>Students will learn and demonstrate the use of value to show shape and form of the features of their face.</p> <p>Students will use water based inks and paint onto a plexi-glass surface to create a self portrait mono-print.</p>	<p>Students will create an abstract mono-print before working on their portrait to learn and understand the mono-print process.</p> <p>Students will create a self portrait mono-print using a variety of values and working w/ scale, proportion, shape and form.</p>	<p>Vocabulary Worksheet</p> <p>Grading Rubric (Student/Peer/Teacher Assessment)</p> <p>Unit Quiz (Vocabulary & Mono-Printing Terminology)</p>	<p>Glenco ArtTalk Textbook Chapter 10 (Proportion)</p> <p>Portrait Art Tutorial www.portrait-artist.org</p> <p>History of Mono Printing http://www.monoprints.com/history/brief.html</p> <p>Previous Student work for examples.</p>	<p>MA Frameworks:</p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the</p>

<p>What materials do you need in order to create a mono-print?</p> <p>How can you incorporate many values when creating a mono-print?</p>	<p>Students will learn and demonstrate the use of a monochromatic color scheme for their portrait mono-print.</p>				<p>use of these elements in the compositions of others</p> <p>3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space</p> <p>3.11 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.14 Demonstrate the ability to develop an idea</p>
---	---	--	--	--	--

					<p>through multiple stages, responding to criticism and self-assessment</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><u>P.H.S. Student Expectations:</u></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
--	--	--	--	--	---

Course: Studio Art II

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: Scale, Color, Shape, Space, Balance</p> <p><u>Art Nouveau/Art Deco Poster Design</u></p> <p><u>Timeline:</u> 4 Weeks</p> <p><u>Essential Question(s):</u></p> <p>What is the difference between Art Nouveau and Art Deco?</p> <p>What is typography?</p> <p>Why is balance important in art?</p>	<p>Students will learn and demonstrate the use of balance in their artwork.</p> <p>Students will learn and demonstrate the incorporation of text (typography) and combining it w/ a design.</p> <p>Students will learn and demonstrate the style of art nouveau or art deco in their artwork.</p>	<p>Students will complete a worksheet on starting a design/poster. (Rough Draft Layout)</p> <p>Students will research different art nouveau or art deco works/poster designs/artists related to their ideas of the final poster design.</p> <p>Students will create a poster design that includes typography and is in the style of art deco/art nouveau.</p>	<p>Vocabulary Worksheet</p> <p>Rough Draft Layout &Thumbnail Sketches Worksheet</p> <p>Grading Rubric (Student/Peer/Teacher Assessment)</p> <p>Glenco ArtTalk Concept map 9; Balance</p> <p>Glenco ArtTalk Study Guide 9</p> <p>Unit Quiz (Vocabulary & Art Deco/Art Nouveau Terminology)</p>	<p>Glenco ArtTalk Textbook Chapter 9 (Balance)</p> <p>Glenco ArtTalk Concept map 9; Balance</p> <p>Glenco ArtTalk Study Guide 9</p> <p><u>Adolphe Cassandre</u> http://en.wikipedia.org/wiki/Adolphe_Mouron_Cassandre</p> <p>http://www.cassandre.fr/</p> <p><u>Aubrey Beardsley</u> http://www.artchive.com/artchive/B/beardsley.html</p>	<p>MA Frameworks:</p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>3.8 Create representational</p>

<p>What are the expressive qualities of balance in artwork?</p> <p>What is informal, radial, and symmetrical balance?</p>				<p>http://en.wikipedia.org/wiki/Aubrey_Beardsley</p> <p>Previous Student work for examples.</p>	<p>2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space</p> <p>3.12 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.15 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p>
---	--	--	--	---	--

					<p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><u>P.H.S. Student Expectations:</u></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
--	--	--	--	--	---

Course: Studio Art II

	Objectives:	Suggested Activities:	Assessments:	Resources:	Standards:
<p>Unit Title: Line, Space, Shape, Pattern, Balance</p> <p><u>Illuminated Text/ Alphabet Illustration</u></p> <p><u>Timeline:</u> 3 Weeks</p> <p><u>Essential Question(s):</u></p> <p>What is an illuminated letter and how did it originate?</p> <p>What is the difference between calligraphy and typography?</p> <p>How to use positive/negative space with text?</p>	<p>Students will learn and demonstrate the use of balance in their artwork.</p> <p>Students will learn and demonstrate the incorporation of text (typography) and combining it w/ design.</p> <p>Students will learn and demonstrate creating an illuminated letter that contains images associated w/ the letter.</p>	<p>Students will complete a worksheet (Rough Draft Layout)</p> <p>Students will research different images associated or related to their ideas of the final letter design.</p> <p>Students will complete an illuminated letter w/ images that are associated in the letter or composition itself.</p>	<p>Rough Draft Layout & Thumbnail Sketches Worksheet</p> <p>Grading Rubric (Student/Peer/Teacher Assessment)</p>	<p>Glenco ArtTalk Textbook Chapter 9 (Balance)</p> <p>"The Grammar of Ornament" by: Owen Jones http://digital.library.wisc.edu/1711.dl/DecArts.GramOrnJones</p> <p>Previous Student work for examples.</p>	<p><u>MA Frameworks:</u></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space</p>

<p>Why balance is important when using text/typography?</p>					<p>and the objects and people within that space</p> <p>3.13 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.16 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists, and</p>
---	--	--	--	--	---

					<p>demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><u>P.H.S. Student Expectations:</u></p> <p>Identify, define, analyze, and solve problems.</p> <p>Explore and express ideas through the applied and performing arts.</p>
--	--	--	--	--	--