

**Pembroke High School**  
*Visual Arts Department*  
*Curriculum*

***Pre-AP Honors Art***

	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><b><u>Unit Title:</u></b> Elements &amp; Principles</p> <p><b>Personal Sketchbook Cover</b></p> <p>Timeline: 2 Classes</p> <p><b><u>Essential Question(s):</u></b></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>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 and essential art vocabulary (the elements and principles of art).</p> <p>Students will learn the basic properties and features of an</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>Elements and Principles Quiz</p> <p>Grading Rubric (Student/Peer/Teacher Assessment)</p>	<p>Elements and Principles Handout</p> <p>Glenco, <i>Arttalk</i> Textbook Unit 1 (Chapter 1)</p> <p>Classroom Posters</p> <p>Examples of Previous Student Work</p>	<p><b><u>MA Frameworks:</u></b></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>

Studio 1 Honors

<p>What is composition and how is a strong composition created?</p> <p>What are the three basic properties of an artwork?</p>	<p>artwork, including how to read or create a credit line.</p> <p>Students will demonstrate the skillful use of composition in the creation of their cover design.</p>				<p>3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 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 through multiple stages, responding to criticism and self-assessment</p>
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Studio 1 Honors

					<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><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, analyze, and solve problems using a variety of strategies.</p> <p>Explore and express ideas through the applied and performing arts.</p>
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	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><b><u>Unit Title:</u></b> Charcoal Drawing</p> <p><b>Jim Dine- Tool Drawing Project</b></p> <p><b>Timeline:</b> 3 Weeks</p> <p><b><u>Essential Question(s):</u></b></p>	<p>Students will learn and demonstrate the element of value.</p> <p>Students will learn and demonstrate the rules of Charcoal.</p> <p>Students will demonstrate depth of field on a picture plane.</p>	<p>Students will create A value scale showing 10 different values.</p> <p>Students will experiment using different types of charcoal and different drawing pencils to achieve smooth shading.</p>	<p>Vocabulary Worksheet</p> <p>“What will I learn in Drawing?” Worksheet</p> <p>Value Scale Drawing Worksheet</p> <p>Drawing Exercise: Pattern, Rhythm, and Repetition</p> <p>Vocab Quiz</p>	<p>Glenco <i>Arttalk</i> Textbook Unit 2 (Chapter 5)</p> <p>Jim Dine Website-<a href="http://www.artnet.com/artists/jim-dine/">http://www.artnet.com/artists/jim-dine/</a></p> <p>PowerPoint Presentation: Tool Drawings- Jim Dine</p>	<p><b><u>MA Frameworks:</u></b></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>

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<p>What is value?</p> <p>How to create depth in a picture place?</p> <p>What is occupied and unoccupied space?</p> <p>How to show contrast using different drawing materials?</p>	<p>Students will learn and demonstrate correct proportion.</p> <p>Students will use an object from home and draw it with great detail showing light source.</p>	<p>Student will create a drawing focusing on shading, highlights, capturing detail, and realism.</p> <p>Students will show knowledge of materials by demonstrating different mark making styles.</p>	<p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Examples of Previous Student Work</p> <p><i>The Complete Guide to Drawing</i></p> <p>Jim Dine  <a href="http://www.guggenheim.org/exhibitions/past_exhibitions/dine/dine_bottom2.html">http://www.guggenheim.org/exhibitions/past_exhibitions/dine/dine_bottom2.html</a></p> <p><a href="http://wwar.com/masters/d/dine-jim.html">http://wwar.com/masters/d/dine-jim.html</a></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>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to</p>
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Studio 1 Honors

					<p>criticism and self-assessment</p> <p>5.11 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><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, analyze, and solve problems using a variety of strategies.</p> <p>Explore and express ideas through the</p>
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Studio 1 Honors

					applied and performing arts.
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	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<b>Unit Title:</b>			Cornell Notetaking		<b>MA Frameworks:</b>



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<p>Line, Shape, and Space</p> <p><b>Non-Objective Project</b></p> <p><u>Timeline:</u> 4 Weeks</p> <p><b><u>Essential Question(s):</u></b></p> <p>What is <u>line</u>?</p> <p>What are the expressive qualities of line?</p> <p>What is <u>mixed media</u>?</p> <p>What are <u>shapes</u>?</p> <p>What is <u>space</u>?</p>	<p>Students will learn and demonstrate the element of line.</p> <p>Students will explore using 5 different media to achieve an unusual and interesting look.</p> <p>Students will compare and contrast the use of line in artworks.</p> <p>Students will identify the different kinds of lines and the ways lines can vary in appearance.</p> <p>Students will demonstrate</p>	<p>Students will research the Non-Objective art period and take notes on what they see.</p> <p>Students will create a contour line drawing.</p> <p>Students will create a contour line drawing that includes the use of line showing values through hatching and cross hatching.</p> <p>Students will create a Non-Objective line project using a viewfinder to develop an interesting composition from a work of fine art.</p>	<p>Vocabulary worksheet</p> <p>Vocab Quiz</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Glenco <i>Arttalk</i> Textbook Unit 2 (Chapter 4)</p> <p><i>Drawing On The Right Side The Brain Workbook</i>– Betty Edwards</p> <p>Gardener, <i>Art Through the Ages</i></p> <p>Examples of Previous Student Work</p> <p><b>Wassily Kandinsky</b> <a href="http://www.ibiblio.org/wm/paint/auth/kandinsky">http://www.ibiblio.org/wm/paint/auth/kandinsky</a></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>1.10 Use electronic technology for reference and for creating original work</p> <p>1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, 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>
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Studio 1 Honors

<p>What is the difference between <u>occupied</u> and <u>unoccupied space</u>?</p> <p>How is line used in art?</p> <p>How can line be used to create a range of values?</p> <p>How is a focal point created and used to attract the attention of the viewer?</p> <p>How can the repetition of shapes and types of line create harmony in a work of art?</p>	<p>how lines are used to change values.</p> <p>Students will analyze the expressive qualities or meanings of different lines in works of art.</p> <p>Students will demonstrate their understanding of the concepts of unity and emphasis in art in the creation of a Non-Objective Line project.</p>	<p>Students will be required to demonstrate the concepts of design (the elements and principles of design) learned in Unit 1 in the creation of their composition; such as the use of repeated lines and shapes to create unity in their artwork and the creation of a focal point (emphasis).</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>4.11 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</p>
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Studio 1 Honors

					<p>formal, cultural, and historical contexts of the work</p> <p><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, analyze, and solve problems using a variety of strategies.</p> <p>Explore and express ideas through the applied and performing arts.</p>
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	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><b><u>Unit Title:</u></b> Watercolor</p> <p><b>Basic and Wacky Watercolor Techniques</b></p> <p><b><u>Timeline:</u></b> 3 Weeks</p> <p><b><u>Essential Question(s):</u></b>  What are the major components of a picture plane?</p>	<p>Students will learn and demonstrate the elements of color, shape, space &amp; value.</p> <p>Students will learn and demonstrate a variety of different painting applications using watercolors as a medium.</p> <p>Students will learn and demonstrate how to effectively determine and</p>	<p>Students will practice each technique to decide which will be used in final painting.</p> <p>Students will create a rough draft of picture plane to show depth of field.</p> <p>Students will learn and demonstrate Basic and Wacky watercolor techniques.</p>	<p>Techniques Handout (2)</p> <p>Vocabulary worksheet</p> <p>Vocab Quiz</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>TheArtofEd.com</p> <p><i>Wonders of Watercolor Pencils</i> Informational Handout</p> <p>Glenco <i>ArtTalk</i> Textbook</p> <p>Examples of Previous Student Work</p> <p><b>Janet Fish</b> <a href="http://www.ndoylefineart.com/fish.html">www.ndoylefineart.com/fish.html</a></p>	<p><b><u>MA Frameworks:</u></b></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>1.12 Describe and apply procedures to ensure safety and proper</p>

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<p>What are the different techniques used in watercolor painting?</p> <p>What and how is wet in wet technique used in water coloring?</p> <p>How can an area be masked off in painting especially using watercolors as a medium?</p> <p>Why are the pro's and con's using watercolors as a medium?</p> <p>What are the tools needed to create a watercolor painting?</p> <p>How do you stretch watercolor paper?</p>	<p>paint the areas of a picture plane.</p> <p>Students will learn and demonstrate how to use a wash/glazing in a watercolor painting</p> <p>Students will be introduced to the use of a limited color scheme (primary colors, warm/cool colors, monochromatic colors)</p>	<p>Students will demonstrate these techniques effectively in a painting.</p> <p>Students will show depth of field in their painting.</p>		<p>Scholastic Arts Magazine: <b>Janet Fish</b></p>	<p>maintenance of the workspace, 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>2.14 Review systems of visualizing information and depicting space and volume</p> <p>2.15 Create artwork that demonstrates understanding of the elements and principles of design in</p>
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Studio 1 Honors

<p>What are the different kinds of watercolor paper?</p>					<p>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>3.9 Create 2D and 3D artwork that</p>
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Studio 1 Honors

					<p>explores the abstraction of ideas and representations</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>4.12 Demonstrate the ability to develop an idea through multiple stages,</p>
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Studio 1 Honors

					<p>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><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, analyze, and solve problems using a variety of strategies.</p> <p>Explore and express ideas through the</p>
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Studio 1 Honors

					applied and performing arts.
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<b><u>Unit Title:</u></b> <b><u>Color and Texture</u></b>	Students will learn and demonstrate	Student will collect 3-5 different	Vocabulary Worksheet	Glenco <i>ArtTalk</i> Textbook	<b><u>MA Frameworks:</u></b>

Studio 1 Honors

<p><b>Gelli Printmaking</b></p> <p><u>Timeline:</u> 3 Weeks</p> <p><b><u>Essential Question(s):</u></b></p> <p>What is a <u>series</u>?</p> <p>What is a <u>color scheme</u>? Specific examples.</p> <p>What is <u>texture</u>?</p>	<p>techniques for creating a successful series through printmaking.</p> <p>Student will learn and demonstrate different example of colors combined into color schemes.</p> <p>Student will create abstract prints that focus on using different materials to achieve different types of texture</p>	<p>materials to use for their printmaking project.</p> <p>Student will practice using acrylic paint to achieve visually pleasing color combinations.</p>	<p>Vocab Quiz</p> <p>Student demonstration of materials</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Huges &amp; Morris, <i>The Printmaking Bible</i></p> <p><i>YouTube</i></p> <p>Student Artwork</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 and the objects</p>
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Studio 1 Honors

					<p>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>4.13 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>4.14 Demonstrate the ability to develop an idea through multiple stages, responding to</p>
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Studio 1 Honors

					<p>criticism and self-assessment</p> <p>5.12 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><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, analyze, and solve problems using a variety of strategies.</p> <p>Explore and express ideas through the</p>
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	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><b>Unit Title:</b> <b>Perspective</b></p> <p><b>Birds Eye View</b></p> <p><b>Timeline:</b> 3 Weeks</p> <p><b>Essential Question(s):</b> What is <u>line</u>?</p> <p>What are the different types of <u>perspective</u>?</p>	<p>Students will learn and demonstrate the rules of perspective.</p> <p>Students will good use of line to create a believable depth of field.</p> <p>Students will use value to create different levels of shading and create a light source.</p>	<p>Students will complete a one-point perspective worksheet including receding lines from different shapes.</p> <p>Students will create a rough draft of what their city could look like</p> <p>Students will create a scene using specific</p>	<p>Vocabulary Worksheet</p> <p>Vocab Quiz</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Glenco <i>ArtTalk</i> Textbook</p> <p>Edwards, <i>Drawing with the Right Side of the Brain Workbook</i></p> <p><i>Skyscrapers</i></p>	<p><b>MA Frameworks:</b></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>1.10 Use electronic technology for reference and for</p>

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<p>How to show perspective using line?</p> <p>How to show depth with different types of <u>value</u>?</p>	<p>Students will analyze Old Masters drawing for examples of correct perspective.</p> <p>Student may reference different existing architecture to include in their city.</p>	<p>details. The scene could be realistic or imaginary.</p>			<p>creating original work</p> <p>1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects</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</p>
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Studio 1 Honors

					<p>design in establishing a point of view, a sense of space, or a mood</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>4.15 Demonstrate the ability to develop an idea through multiple</p>
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Studio 1 Honors

					<p>stages, responding to criticism and self-assessment</p> <p>5.13 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><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, analyze, and solve problems using a variety of strategies.</p> <p>Explore and express ideas</p>
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Studio 1 Honors

					through the applied and performing arts.
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	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<b>Unit Title: Form</b>	Students will learn what Abstract Art looks like.	Students will collect magazines for their building material.	Balance Test Height and Width Test	Glenco <i>ArtTalk</i> Textbook	<b><u>MA Frameworks:</u></b>  1.9 Demonstrate the ability to

Studio 1 Honors

<p><b>Rolled Paper Sculpture</b></p> <p><b><u>Timeline:</u></b> 3 Weeks</p> <p><b><u>Essential Question(s):</u></b></p> <p>What is <u>form</u>?</p> <p>What is <u>balance</u>?</p> <p>What is <u>occupied and unoccupied space</u>?</p> <p>What is Abstract Art?</p> <p>What is a <u>color scheme</u>?</p>	<p>Students will learn how to turn a 2D materials into a 3D material.</p> <p>Students will use built shapes to create a 3 dimensional sculpture.</p> <p>Students will reference PowerPoint for student examples.</p>	<p>Students will collect pages with specific colors and texture to fit their color scheme.</p> <p>Students will use tubes to create an abstract object using a color scheme to support their idea.</p>	<p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>PowerPoint slideshow.</p>	<p>create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects</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>
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Studio 1 Honors

					<p>2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of views, a sense of space, or a mood</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>
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Studio 1 Honors

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Studio 1 Honors

					problems using a variety of strategies. Explore and express ideas through the applied and performing arts.
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	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><b>Unit Title: Elements &amp; Principles</b></p> <p><b>Hand Project</b></p> <p><u>Timeline:</u> 3 Weeks</p> <p><u>Essential Question(s):</u></p> <p>What is <u>line</u>?</p> <p>What are the different types of <u>perspective</u>?</p> <p>How to show perspective using line?</p>	<p>Students will learn and demonstrate the Elements and Principles of Art.</p> <p>Students will research American Sign Language.</p> <p>Students will reference hand shapes from ASL as the basis for their project.</p> <p>Students will combine hand shapes from ASL with the E&amp;P's.</p> <p>Student will be able to identify the E&amp;P's .</p>	<p>Students will complete a one-point perspective worksheet including receding lines from different shapes.</p> <p>Students will create a rough draft of what their city could look like</p> <p>Students will create a scene using specific details. The scene could be realistic or imaginary.</p>	<p>Vocabulary Worksheet</p> <p>Vocab Quiz</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Glenco <i>ArtTalk</i> Textbook</p> <p>Edwards, <i>Drawing with the Right Side of the Brain Workbook</i></p> <p><i>Skyscrapers</i></p>	<p><b><u>MA Frameworks:</u></b></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>1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects</p>

Studio 1 Honors

<p>How to show depth with different types of <u>value</u>?</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>3.10 Create 2D and 3D images that are original, convey a distinct point of view, and</p>
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Studio 1 Honors

					<p>communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.17 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.15 Critique their own work, the work of peers, and the work of professional artists, and</p>
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Studio 1 Honors

					<p>demonstrate an understanding of the formal, cultural, and historical contexts of the work</p> <p><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, analyze, and solve problems using a variety of strategies.</p> <p>Explore and express ideas through the applied and performing arts.</p>
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	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><b>Unit Title: Grid Drawing</b></p> <p><b>Combined Portraits</b></p> <p><u><b>Timeline:</b></u> 3 Weeks</p>	<p>Students will create work based on theme.</p> <p>Students will create a work of art showing skill in pencil shading-varying value.</p>	<p>Students will complete a sketch from two separate original pictures, may use magazines as reference.</p> <p>Students will practice using a grid for drawing.</p>	<p>Cornell Notetaking on M.C. Escher</p> <p>Color Pencil Techniques worksheet</p> <p>Vocabulary Worksheet</p> <p>Vocab Quiz</p>	<p>Glenco <i>ArtTalk</i> Textbook</p> <p>Assorted magazine</p> <p>Photos taken by students</p> <p>M.C. Escher Prints-Drawing Hands, Waterfall,</p>	<p><b><u>MA Frameworks:</u></b></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media,</p>

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<p><u>Essential Question(s):</u></p> <p>What is a <u>focal point</u>?</p> <p>What is <u>value</u>?</p> <p>What is <u>contrast</u>?</p> <p>How to show perspective using line?</p> <p>How to show depth with different types of <u>value</u>?</p> <p>What is a <u>theme</u>?</p>	<p>Students will use value to create different levels of shading and create a light source.</p> <p>Students will create a work of art showing value and contrast to develop a focal point.</p> <p>Employ Elements and Principles of Design- use mathematical skills in enlarging a composition.</p>	<p>Students will create a theme with their specific details.</p> <p>Students will combine the two pictures evenly to create one overall united image.</p>	<p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Castle of Illusion, Hand in Reflecting Sphere, Relativity, Ascending and Descending</p> <p>Gardener, <i>Art Through the Ages</i></p> <p>M.C. Escher official website.  <a href="http://www.mcescher.com/">http://www.mcescher.com/</a></p>	<p>materials, and tools</p> <p>1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects</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</p>
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Studio 1 Honors

					<p>design in establishing a point of views, a sense of space, or a mood</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>4.18 Demonstrate the ability to develop an idea through multiple</p>
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Studio 1 Honors

					<p>stages, responding to criticism and self-assessment</p> <p>5.16 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><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, analyze, and solve problems using a variety of strategies. Explore and express ideas through the</p>
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Studio 1 Honors

					applied and performing arts.
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Theartofed.com	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>

<p><b>Unit Title: Fruit or Instrument Close Up</b></p> <p><b>Oil Pastel</b></p> <p><b>Timeline:</b> 3-4 Weeks</p> <p><b>Essential Question(s):</b></p> <p>What is <u>color</u>?</p> <p>What is a <u>hue</u>?</p> <p>What are <u>contrasting colors</u>?</p> <p>What is a <u>color scheme</u>?</p> <p>How to show <u>shape</u> using <u>occupied and unoccupied space</u>?</p> <p>How to show depth with different</p>	<p>Students will create work based on observation from an object they choose, fruit or instrument.</p> <p>Students will create a work of art showing skill in different pressure blending styles.</p> <p>Students will create a work of art showing depth of field and correct proportion sizing.</p> <p>Student will learn and master 7 different oil pastel techniques.</p> <p>Students will be able to identify the 7 different oil pastel techniques.</p>	<p>Student will demonstrate shadow and highlighting using black and white oil pastels.</p> <p>Students will learn and demonstrate color blending knowledge to achieve a desired hue.</p> <p>Students will practice 7 different oil pastel techniques.</p> <p>Students will create a color scheme specific details.</p> <p>Students will observe a fruit or instrument and draw it realistically.</p>	<p>Cornell Notetaking on M.C. Escher</p> <p>Oil Pastel Techniques worksheet</p> <p>Vocabulary Worksheet</p> <p>Vocab Quiz</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Glenco <i>ArtTalk</i> Textbook</p> <p>Assorted magazines</p> <p>Gardener, <i>Art Through the Ages</i></p> <p><a href="#">One Day Lesson</a></p> <p>PowerPoint</p> <p>Student Examples</p> <p><a href="#">Oil Pastel Artists</a></p>	<p><b>MA Frameworks:</b></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>1.13 Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the</p>
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<p>pressure blending techniques?</p> <p>What is a <u>stippling</u>?</p> <p>What is a <u>scumbling</u>?</p> <p>What is a <u>sgraffito</u>?</p>	<p>Students will demonstrate knowledge of color and color schemes.</p>				<p>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 views, a sense of space, or a mood</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</p>
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Studio 1 Honors

					<p>complete long-term projects, alone and in group settings</p> <p>4.19 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.17 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>
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Studio 1 Honors

					<p><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, analyze, and solve problems using a variety of strategies. Explore and express ideas through the applied and performing arts.</p>
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Theartofed.com	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><b>Unit Title:</b> <b>Profile Portraits in Pen</b></p> <p><b>Observational Drawing</b></p> <p><b>Timeline:</b> 3 Weeks</p> <p><b>Essential Question(s):</b> What is <u>value</u>? What is a <u>hatching</u>?</p>	<p>Students will create a portrait from observation.</p> <p>Students will create a portrait that is recognizable.</p> <p>Student may work from a mirror or from a photo.</p> <p>Students will create a portrait using correct proportions.</p>	<p>Student will practice drawing facial features with pencil.</p> <p>Students will practice drawing techniques with ballpoint pen.</p> <p>Students will create a value scale using pen.</p> <p>Students will practice and demonstrate different drawing</p>	<p>Value Worksheet</p> <p>Facial Feature Worksheet</p> <p>Vocabulary Worksheet</p> <p>Vocab Quiz</p> <p>Formative Critique with class</p> <p>One-on-one review with teacher</p> <p>Grading Rubric</p>	<p>Glenco <i>ArtTalk</i> Textbook</p> <p>Gardener, <i>Art Through the Ages</i></p> <p>PowerPoint</p> <p>Student Examples</p> <p><a href="http://www.juanfranciscocasas.com/">http://www.juanfranciscocasas.com/</a></p>	<p><b>MA Frameworks:</b></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>1.13 Make reasonable choices of 2D and 3D media, materials,</p>

Studio 1 Honors

<p>What are <u>cross-hatching</u>?</p> <p>What is <u>scribbling</u>?</p> <p>What is a <u>stippling</u>?</p> <p>What is the concept of <u>portraiture</u>?</p> <p>What is <u>composition</u>?</p>	<p>Student will become comfortable drawing with ballpoint pen.</p> <p>Student will discuss aspects of portraiture, features, value, expression, etc. and how they affect the look and feeling of a portrait.</p> <p>Students will discuss how a pose can create an interesting composition.</p> <p>Students will demonstrate knowledge of value.</p>	<p>techniques to achieve the correct amount of value.</p> <p>Students will observe their reflection to achieve a recognizable portrait.</p>			<p>tools, and techniques to achieve desired effects in specific projects</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 views, a sense of space, or a mood</p>
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Studio 1 Honors

					<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>4.20 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p>
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Studio 1 Honors

					<p>5.18 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><b><u>P.H.S. Student Expectations:</u></b></p> <p>Identify, analyze, and solve problems using a variety of strategies. Explore and express ideas through the applied and performing arts.</p>
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