

## Visual Arts Sample Lessons: Studio in Art/ Grades 9-12

Sample Project	E's & P's	Skills Art-making Techniques	Media Use	Art Critical Thinking & Writing Analysis & Communication
<p><b>Medieval Inspired Manuscript</b></p> <p>Students learn about the crafts of illumination and calligraphy and interpret traditional Medieval designs in original collaged artworks that illuminate poems or song lyrics of their choice.</p>	<p><b>E1cd</b> <b>E2</b> <b>E3a</b> <b>E4abc</b> <b>E7abc</b> <b>P1abdg</b> <b>P2ab</b> <b>P4</b> <b>P5abcd</b> <b>P7abc</b></p>	<p><b>T1, 4-5, 7-9</b></p> <p>Collage, painting and calligraphy techniques.</p> <p>Students combine collage, drawing, marker and painting techniques to create the decorative borders, initial letters and illustrations of their manuscript designs. They will complete the body texts in calligraphic letter styles using chiseled pens.</p>	<p><b>M1-6, 8</b></p> <p>Bristol board, tracing paper, colored and patterned papers, markers, watercolor, tempera, calligraphy markers, vellum (calligraphy paper)</p>	<p><b>AC1-3, 6-10</b></p> <p>Students select personally expressive texts for this project and examine how imagery may be combined with text to communicate narrative ideas. The formal visual properties and structure of Medieval manuscripts will be analyzed. Students will document their work processes in workbooks and complete artists' statements summarizing what they have learned.</p>
<p><b>Shadow Puppet Theater Project</b></p> <p>Student teams develop 3-5 minute original shadow puppet plays. They will collaborate to develop stories, design and construct puppets and sets, experiment with light/shadow effects, write dialogue and plan music and sound effects for their shows. Project ends with all groups performing live while plays are recorded on video.</p>	<p><b>E3b</b> <b>E4</b> <b>E5bcde</b> <b>E6</b> <b>E7</b> <b>P1</b> <b>P3</b> <b>P4</b> <b>P5cdfg</b> <b>P6bcd</b></p>	<p><b>T1, T4, T8-10</b></p> <p>Develop 3-5 minute narrative/storyboard; design characters; plan and experiment to build puppets/scenery using variety of media and tools; experiment with light/shadow effects behind puppet screens; write dialogue; choose music/sound effects; choreograph, time and rehearse; perform for live audience; learn to videotape performance.</p>	<p><b>M1-4, 10</b></p> <p>Pencil, tracing paper, black and white tag board, fabric, yarn, recycled materials, wire, bamboo strips, dowels, hot glue gun, x-acto knife, clamp lamps, silk screen</p>	<p><b>AC1-3, 5-10</b></p> <p>Puppetry is a sequential art form exercising unique problem-solving skills. Shared decision-making requires development of communication skills related to aesthetic content, including the use of art vocabulary. Authorship and control need to be negotiated in order to ensure that each team's narrative is successfully communicated. All work will be documented in students' workbooks.</p>
<p><b>100 Years of Change: Painting from Impressionism to Early Modernism</b></p> <p>Students will choose an artist from the Western canon of art history working from the mid-18<sup>th</sup> to mid-19<sup>th</sup> century. They will research the artist's style and work methods and complete a painting inspired by a specific source image. They will also write an accompanying piece of historical fiction based on research.</p>	<p><b>E1cde</b> <b>E2</b> <b>E3a</b> <b>E4</b> <b>E6</b> <b>E7</b> <b>P1</b> <b>P2</b> <b>P3</b> <b>P4</b> <b>P5</b> <b>P6</b> <b>P7</b></p>	<p><b>T1, 4-6</b></p> <p>Closely observe source artwork; carefully draw reinterpretation (or copy) of original composition onto canvas using grid method; follow style, colors and mark-making of source artwork; blend and apply acrylic paints to achieve color, shadow and highlight effects of original.</p>	<p><b>M1-3, 5</b></p> <p>Pencil, tracing paper, canvas board, acrylic paints, assorted brushes (used for specific painterly effects)</p>	<p><b>AC1-2, 6-10</b></p> <p>Students must develop an understanding of style and techniques of the source artwork. Image must be identifiable as "cubist" or "Van Gogh-like", etc.). Students must analyze formal properties of source artwork using art-specific vocabulary (Elements and Principles of Design). They must apply color theory to blending and use of paints. They must communicate knowledge and experiences in an assigned historical/ art critical piece of fiction writing.</p>

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<b>Art History &amp; Cross-Cultural References &amp; Context</b>	<b>Suggested Resources</b>	<b>Assessment</b>	<b>Outcomes</b>
<p><b>AH1-3, 7-9</b></p> <p>Medieval illuminated manuscripts, including French Book of Hours (15<sup>th</sup> c.) and Book of Kells (800AD).</p> <p>Persian miniature illuminations, including Mongol and Timurid periods (13<sup>th</sup>-16<sup>th</sup> centuries).</p> <p>Medieval architecture and stained glass: Notre Dame (12<sup>th</sup>c) and Chartres (13<sup>th</sup>c) cathedrals, France.</p>	<p>www.keble.ox.ac.uk</p> <p>French book of hours, Master of the Duke of Bedford, 15<sup>th</sup> century</p> <p><i>The Book of Kells</i>, Meehan, London: Thames and Hudson, 1994</p> <p><i>Stained Glass</i>, Halliday and Lushington, New York: Crown Publishers, 1976</p> <p><a href="http://www.iranchamber.com">www.iranchamber.com</a></p> <p><i>A Brief History of Persian Miniatures</i>, Kianush, Sept. 1998</p>	<p>One-on-one instruction and mini critiques throughout project (formative).</p> <p>6 workbook pages including: researched art history notes, formal analyses of manuscript designs discussed in class, practice sheets, brainstorm sketches and artist’s statement summarizing all aspects of project (formative/summative).</p> <p>Student self-grades using teacher-prepared checklist/grading rubric and then teacher adjusts grade as needed (summative).</p>	<p><b>Competent:</b> Complete a collage inspired by Medieval manuscript design that includes border design, initial letter, calligraphic text and illumination.</p> <p><b>Proficient:</b> Design is original with excellent craftsmanship and attention to detail.</p> <p><b>Distinguished:</b> Student has excelled in all project goals and achieved creative integration of visual design and selected text.</p>
<p><b>AH1-6, 8, 10</b></p> <p><i>Wayang Kulit</i>, traditional Indonesian shadow puppet tradition.</p> <p>19<sup>th</sup> century European and American cut paper silhouette portraiture.</p> <p>The art of Kara Walker (US contemporary artist): Civil War silhouette installations and videos.</p>	<p>Teacher-prepared Wayang Kulit reading packet prepared from:</p> <p><a href="http://www.indoartnet.com/">www.indoartnet.com/</a> Kulit</p> <p><a href="http://www.wesleyan.edu/music/gamelan">www.wesleyan.edu/</a> music/gamelan</p> <p><a href="http://en.wikipedia.org/wiki/Wayang">http://en.wikipedia.org/wiki/Wayang</a></p> <p>Arts-in-Ed visiting puppeteer Grian MacGregor performs and speaks to class (sponsored by the NYS Council for the Arts).</p>	<p>Peer critique completed after each team’s performance using teacher-prepared outline of project goals (summative). Documentation and written analysis of project processes (collaborative and individual) and results in student workbooks (formative).</p> <p>Individuals self-grade using teacher-prepared grading rubric (summative).</p> <p>Teacher adjusts grades as needed and meets with teams for final critique (summative)</p>	<p><b>Competent:</b> Complete an original collaborative, 3-5 minute shadow puppet performance.</p> <p><b>Proficient:</b> All technical aspects of shadow puppet show demonstrate creativity and good craftsmanship.</p> <p><b>Distinguished:</b> Puppet movement and articulation are excellent. Sophisticated visual integration of characters, props and set design. Narrative is clearly communicated through puppet choreography, dialogue and music. Smooth teamwork.</p>
<p><b>AH1-3, 7-9</b></p> <p>Study stylistic innovations of European and American painting styles developed from mid-19<sup>th</sup> to mid-20<sup>th</sup> centuries, including: Impressionism; Post-Impressionism; Fauvism; Expressionism; Cubism; Surrealism; Modernism and the development of abstract art.</p> <p>Study artists associated with the above styles.</p>	<p>RHHS library titles/ call numbers:</p> <p><i>Bonnard/ 759.4 Fer</i></p> <p><i>Chagall/ 759.7 Gre</i></p> <p><i>Duchamp/ 759.4 Duc</i></p> <p><i>Gauguin/ 759.4 Bow</i></p> <p><i>Klee/ 759.9494 Jar</i></p> <p><i>Leger/ 759.4 Sch</i></p> <p><i>Matisse/ 759.4 Man</i></p> <p><i>Modigliani/ 759.5 Mod</i></p> <p><i>Munch/ 759.948 Mes</i></p> <p><i>Picasso/ 759.4 Fae</i></p> <p><i>Seurat/ 759.4 Cou</i></p> <p><i>Toulouse-Lautrec/ 759.4 Co</i></p> <p><i>Van Gogh/ 759.9492 Wal, etc.</i></p>	<p>Writing assignment completed and assessed according to teacher-prepared guide sheets: research outline; fictional first-person letter about source artwork; bibliography (formative).</p> <p>Student self-grades final painting using teacher-prepared grading rubric and then teacher adjusts grade as needed (summative).</p> <p>Student presents artwork and reads fictional letter aloud to class, followed by discussion/ feedback (formative).</p>	<p><b>Competent:</b> Complete an acrylic painting on canvas in the style of an early Modern masterwork.</p> <p><b>Proficient:</b> Work demonstrates beginning mastery of the acrylic paint medium and understanding of color theory.</p> <p><b>Distinguished:</b> Student painting also shows excellent understanding of style and technique of source artwork.</p>

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<p><b>Symmetrical 2D Greek Vase Painting</b></p> <p>Use black tempera paint to create a red figure or black figure design on a cut paper vase shape.</p> <p>Design inspired by Greek mythology and traditional patterns. Focus on the balance of positive and negative space.</p>	<p><b>E1</b> <b>E2ce</b> <b>E4bcd</b> <b>E6a</b> <b>E7abc</b> <b>P1</b> <b>P2ab</b> <b>P5cdf</b></p>	<p><b>T1, 3-4, 6</b></p> <p>Create a symmetrical vase template by drawing half of a vase on folded newsprint.</p> <p>Trace template onto manila oak tag, sponge on terra cotta color and cut out.</p> <p>Add patterns and Greek mythological images.</p> <p>Paint with tempera.</p>	<p><b>M1-2, 5</b></p> <p><b>Newsprint, pencil, manila paper, tempera</b></p> <p>Design and cut shape of Greek Krater or Amphora.</p> <p>Draw/paint Greek images and repetitive designs.</p>	<p><b>AC1-2, 6-9</b></p> <p>Discuss Geometric, Archaic, Classical and Hellenistic time periods.</p> <p>Explain the difference between red figure and black figure designs.</p> <p>Compare Greek Kraters and Amphorae vase styles.</p> <p>Look at examples of well-balanced positive/negative space in vase designs.</p>
<p><b>Egyptian printing project</b></p> <p>Create a print of an Egyptian God or Goddess on colored paper using a carved rubber block print method.</p> <p>Add hieroglyphs and Egyptian symbols (drawn with colored pencils and markers) to the print as decorative compositional elements.</p>	<p><b>E1</b> <b>E4de</b> <b>E6ab</b> <b>P1bd</b> <b>P4adf</b> <b>P5acd</b></p>	<p><b>T1-2, 4, 9</b></p> <p>Draw design on a rubber print block.</p> <p>Carve the negative spaces and details on the block so only the figure remains raised (to print on paper after inking).</p> <p>Ink and print the block.</p> <p>Draw hieroglyphs and Egyptian symbols to complete the design.</p>	<p><b>M1-4</b></p> <p>Pencils, print block, printing inks, carving tools, ink brayers, white paper, gold/silver pencils/pens, colored pencils</p>	<p><b>AC1-3, 6-9</b></p> <p>Discuss ancient Egyptian beliefs and the Old, Middle and New Kingdom periods.</p> <p>Demonstrate how the ancient Egyptians drew the human figure.</p> <p>Explain how hieroglyphics were used both as phonograms and ideograms.</p>
<p><b>Asian Wall Scroll</b></p> <p>Design and paint an Asian-inspired wall scroll, focusing on movement and rhythm.</p> <p>Composition of wall scroll will reflect a particular style of Asian art and will be designed on long sheets of paper. Watercolors, pen and ink and markers will be used to add color to the composition.</p>	<p><b>E1</b> <b>E2</b> <b>E4d</b> <b>E6abef</b> <b>P1abc</b> <b>P2ab</b> <b>P3acdef</b> <b>P4abc</b> <b>P6c</b></p>	<p><b>T1, 4-5, 7, 9</b></p> <p>Draw composition based on Asian style of choice on 12"x 36" paper using pencil.</p> <p>Add watercolor to the wall scroll drawing.</p> <p>Use large bamboo brushes for spontaneous, "Zen-like" strokes.</p> <p>Pen and ink or markers may be used to accentuate details.</p>	<p><b>M1-5</b></p> <p>Bamboo brushes, watercolor brushes, watercolors, pencils, 12"x 36" paper, markers, black ink, fine point Sharpie markers</p>	<p><b>AC1-2, 6-9</b></p> <p>Discuss aesthetic and formal characteristics and other aspects of Northern Song Dynasty, Southern Song Dynasty, Yuan Dynasty and Japanese art styles.</p> <p>Introduce Japanese artists: Hokusai, Utamaro, Hiroshige and Takayoshi.</p> <p>Compare hand and wall scrolls to traditional Western paintings.</p> <p>Discuss how stamps were used on artworks.</p>

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<p><b>AH1-3, 7-9</b>                      Red figure design                      Black figure design                      Greek Amphorae                      Greek Kraters                      Traditional Greek patterns                      Geometric, Archaic, Classical and Hellenistic periods                      Ionic, Doric and Corinthian orders</p>	<p><i>Great Ages of Man: Classical Greece</i>, C.M. Bowra, Time Life Books, 1965.  <i>The History of the Ancient and Medieval World: The Ancient Greeks</i>, Marshall Cavendish Corporation, Tarrytown, NY, 1996.</p>	<p>Student self-analysis of Greek Vase design, including description of: symmetrical balance; Greek styles and patterns; positive and negative space; comparing and contrasting of Greek vase design and Egyptian print (summative).                      Class critique in which students identify examples of Greek styles/techniques in student designs (formative/summative).</p>	<p><b>Competent:</b> Complete symmetrical vase design with repetitive design and Greek imagery in either red figure or black figure technique.  <b>Proficient:</b> Also show a balance of positive and negative space.  <b>Distinguished:</b> Also show advanced use of complex geometrical patterns with mythological imagery.</p>
<p><b>AH 4-5</b>                      Old Kingdom, Middle Kingdom and New Kingdom periods of ancient Egyptian history                      Egyptian Gods and Goddesses and the belief in the afterlife                      Hieroglyphic phonograms and ideograms                      Architecture of temples, mastabas and pyramids</p>	<p><i>114 Gods of Ancient Egypt:</i> <a href="http://www.nemo.nu/ibisportal/0egyptint/ro/1egypt/index.htm">www.nemo.nu/ibisportal/0egyptint/ro/1egypt/index.htm</a>  <i>Understanding Ancient Egyptian Beliefs and The legend of Isis and Osiris</i>, J. Richer: <a href="http://www.cyberkids.com/cw/ars/le/egypt/egypt1.html">http://www.cyberkids.com/cw/ars/le/egypt/egypt1.html</a></p>	<p>Self-analysis form that includes descriptions of: Egyptian God/Goddess drawing; carving and printing of rubber block; print quality; hieroglyphs and symbols used; formal elements and composition of project (summative).                      Individual oral presentation on an Egyptian God or Goddess and presentation of finished print to the class (summative).</p>	<p><b>Competent:</b> Finish print of Egyptian God or Goddess with hieroglyphic and symbolic decoration.  <b>Proficient:</b> Drawn details (hieroglyphs and Egyptian symbols) are integrated into print design and add detail and visual interest.  <b>Distinguished:</b> Print shows mastery of print and watercolor media and an understanding of compositional balance and unity.</p>
<p><b>AH1, 3-6</b>                      Northern Song Dynasty                      Southern Song Dynasty                      Yuan Dynasty                      Ownership stamps                      11<sup>th</sup> century artists Fan Kuan and Kuo His                      Ma Yuan and Liang K'ai and the Zen religion in reference to Oriental art                      Japanese paintings and prints of Takayoshi, Hokusai, Hiroshige and Utamaro                      Huang Kung-Wang and Wu-Chen</p>	<p>Image:                      Yen Ts,u-yu's <i>Hostelry in the Mountains</i>, Smithsonian Institution, Freer Gallery of Art.                      Textbook:  <i>Art Through the Ages</i>, Gardener, 9<sup>th</sup> edition (pages 463 and 481)</p>	<p>Self-analysis form that includes descriptions of: Asian style the student choose and how it is evident in their artwork; the use of watercolors and markers to add color to the design; the design of an elongated composition (asymmetrical balance); how principles of rhythm and movement have been incorporated (summative).                      Class critique (formative/summative).</p>	<p><b>Competent:</b> Complete wall scroll painting in a specific Asian style.  <b>Proficient:</b> Painting demonstrates mastery of watercolor and marker media and details add interest and contrast to design.  <b>Distinguished:</b> Principles of rhythm and movement have been effectively used throughout the composition of the scroll.</p>