Pequea Valley School District
Art

Unit: Develop Craft: Color Theory and Studio Habits

Course: Watercolor **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Big Idea: Understanding color theory and the safe studio practices.

Unit Essential Question(s)

- How do artists and designers care for and maintain materials, tools, and equipment?
- How do artists use color theory to render their surroundings in a work of art?
- What is the process for artists to mix colors?
- How do materials affect, alter or change results when exploring painting techniques?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12. G
Analyze the effect of rehearsal and practice sessions.

Standard - 9.1.12.C
Integrate and apply advanced vocabulary to the arts forms.

Standard - 9.1.12.H
Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

- Evaluate the use and applications of materials.
- Evaluate issues of cleanliness related to the arts.
- Evaluate the use and applications of mechanical/electrical equipment.
- Evaluate differences among selected physical space/environment.
- Evaluate the use and applications of safe props/stage equipment.
- Evaluate the use and apply safe methods for storing materials in the arts.

Pacing: Approximate number of class sessions per unit

8 classes

Tier 3 Vocabulary (Content specific vocabulary)

Color Theory, Primary, Secondard, Tertiary, Analogous, Complementary Colors, Neutrals, Tints, Shades, Tones, Acrylic Paint, Binder, Pigment, Fluid Medium, Gesso, Gel Medium, Varnish, Heavy Body, Viscosity,

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Color theory develops an artist's ability to accurately render their surroundings.
- In painting, artists use a variety of materials to help them create a work of art.
- Working safely with materials develops proper studio habits.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Colors can be manipulated to form new colors.
- Practice sessions allow artists to use trial and error and a means to perfect and develop their craft.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and designs that bring meaning to their lives.
- Knowing where to obtain tools and materials is vital in time efficiency.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Learners will experiment with a variety of painting materials to develop their craft as artists.
2. Learners will be assessed on accuracy of color rendering as a means to advance their color knowledge and understanding.
3. Learners will also be able to properly use and access the tools and materials during their artistic processes.

Software/Resources:

- KQED Youtube Channel
- The Art of Ed Website
- http://everyarteverychild.org/resources/tools.html

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Art

Unit: Engage and Persist- Value and Form with applied Watercolor techniques.

Course: Watercolor **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Big Idea: Artists grow through experimentation and play.

Unit Essential Question(s)

- What role does persistence play in revisiting, refining, and developing work?
- How do artists grow and become accomplished in art forms?
- How do you use value to render 3D forms and space/depth on a 2D surface?
- How does collaboratively reflecting on a work help us experience the artwork more completely?
- How do artists and designers… work? ...determine whether a particular direction in their work is effective? ...learn from trial and error?

Keystone Eligible Content/PA Core Standard

Standard - 9. 1.12.D Demonstrate specific styles in combination through the production or performance of a unique work of art.

Standard - 9.1.12.J
Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Standard - 9.1.12.K
Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Standard - 9.3.12.A
Explain and apply the critical examination processes of works in the arts and humanities.

- Compare and contrast
- Analyze

- Interpret
- Form and test hypotheses
- Evaluate/form judgments

Pacing: Approximate number of class sessions per unit

10 classes

Tier 3 Vocabulary (Content specific vocabulary)

Value, Form, Space, Depth, Engage, Persistence, Perseverance, Revisit, Perfecting, Developing, Growth, Effective

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Learn to embrace problems of importance and develop focus within their artwork.
- Criteria is needed to guide the art making process and to achieve a goal.
- Various art making processes, techniques, and skills
- Experimentation and play with materials to render objects with accuracy.
- Discourse allows for comparison and troubleshooting for common issues.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Artists and designers experiment with forms, structures, materials, concepts, media and art making approaches.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
- How to apply methods to overcome creative blocks.
- Trial and error is how learning takes place.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Justify the decisions made during the artwork process and after artwork finalization.
2. Learners will show evidence of revisiting, revising, and refining their artistic ideas (both visually and verbally).

Software/Resources:

- http://everyarteverychild.org/resources/tools.html

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Pequea Valley School District
Art

Unit: Envision - Still Life-Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. Learn to mentally picture the next steps in my artwork

Course: Watercolor **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Big Idea: Artists use themes to develop subject matter in their work.

Unit Essential Question(s)

- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- What are the steps in my creative process?
- How do artists structure a work of art?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.B
Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Standard - 9.1.12.E.
Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.

Standard - 9.1.12.A.
Explain the historical, cultural and social context of an individual work in the arts.

Standard - 9.1.12.D
Analyze a work of art from its historical and cultural perspective.

Pacing: Approximate number of class sessions per unit

3 weeks

Tier 3 Vocabulary (Content specific vocabulary)

Envision, Plan, Process, Conception, Execution, Research, Analyze, Structure, Symbolism

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Practice and planning are essential in the artmaking process. (documentation of process)
- Develop criteria for artistic investigations through research and conceptualization of themes in art.
- Analyze historical works of art
- Plan, revise and structure a still life painting through the use of the elements and principles of art

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.
- Art is a reflection of life.
- Artists conceptualize works through analyzing other artists' works.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Learners will mentally picture the next steps in their artwork. They will be able to verbally explain these steps to their facilitator.
2. Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Software/Resources:

- The Art of Ed website
- http://everyarteverychild.org/resources/tools.html

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Pequea Valley School District
Art

Unit: Express - Landscape, Portrait

Areas of Focus:

- Learn to create works that convey an idea, a feeling, or a meaning
- Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art

Course: Watercolor **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Big Idea: Artists use <u>themes</u> to communicate a viewpoint.

Unit Essential Question(s)

- Why is it important to communicate a unifying theme or point of view in my artwork?
- How does refining work affect its meaning to the viewer?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?
- How do artists observe the world around them?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.E
Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.

Standard - 9.2.12.L
Identify, explain and analyze common themes, forms and techniques from works in the arts.

Standard - 9.2.12. G. Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, South America

Pacing: Approximate number of class sessions per unit

3 weeks

Tier 3 Vocabulary (Content specific vocabulary)

Conceptual, Communicate, Express, Meaning, Symbolism, Subject Matter, Content, Iconography, Motif, Interpret, Cultural Awareness, Perspective, Space, Value, Appropriation

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Visual art vocabulary
- How to create a unifying theme in their artwork.
- Artistic appropriation
- Communication through the use of themes and symbols

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- The ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats
- How to synthesize and relate knowledge and personal experiences to make art.
- Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Create landscape style works that convey an idea, a feeling, or a meaning.
2. Alter artistic inspirations to create their own artwork/image.

Software/Resources:

- The Art of Ed website
- http://everyarteverychild.org/resources/tools.html

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Pequea Valley School District
Art

Unit: Observe - Sketchbook/Journal

Areas of focus:

- Learn to look closer to see things that may otherwise not be seen
- Distinguish different ways art is used to represent, establish, reinforce, and reflect group or personal identity
- Analyze how one's understanding of the world is affected by experiencing visual imagery

Course: Watercolor **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Big Idea: Artists observe and grapple with their surroundings by sketching and journaling.

Unit Essential Question(s)

- How do artists classify what they are seeing?
- What is an image?
- How does art preserve aspects of life?
- How do artists respond to a work of art?
- How does sketching help us develop our own thoughts as an artist?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

Standard - 9.1.12.K Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Standard - 9.3.12.C Apply systems of classification for interpreting works in the arts and forming a critical response.

Pacing: Approximate number of class sessions per unit

Throughout entire course

Tier 3 Vocabulary (Content specific vocabulary)

Observe, Content, Reflection, Grapple, Formulate, Response

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Visual Art Vocabularies
- Know the difference between seeing and looking
- The Art of Seeing steps; Look, Observe, See, Describe, Analyze, and Interpret
- Artists use sketching and journaling to grapple with ideas and formulate a plan.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Sometimes in artwork, there is more than meets the eye. You must look closely!
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and are a record of social, cultural, and political experiences resulting in the cultivating or appreciation and understanding.
- Sketching is a means of critically responding to a work of art.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
2. Learn to look closer to see things that may otherwise not be seen. (See, Wonder, Think Graphic Organizer)
3. Sketching and journaling to formulate emerging ideas.

Software/Resources:

- The Art of Ed Website
- See, Wonder, Think Method
  https://www.edutopia.org/pdfs/stw/edutopia-stw-bates-artsintegration-template-organizers.pdf
- http://everyarteverychild.org/resources/tools.html

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Pequea Valley School District
Art

Unit: Reflect-Artists Statements

Course: Watercolor **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Big Idea: Artists use artist statements to communicate with the viewer.

Unit Essential Question(s)

- How do life experiences influence the way you relate to art?
- How is art used to impact the view of society?
- How do you "read" a work of art?
- What can we learn from our response to art?
- How is personal preference different from evaluation?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.C
Integrate and apply advanced vocabulary to the arts forms.

Standard - 9.2.12.E
Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.

Standard - 9.3.12.D
Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

Standard - 9.4.12.B
Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Pacing: Approximate number of class sessions per unit

7 days

Tier 3 Vocabulary (Content specific vocabulary)

Reflect, Society, Affect, Presentation, Cultivate, Appreciation, Artifacts, Impact

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Visual art vocabularies
- Historical events relevant to the current topic/class discussion.
- The opinions of others in the art world (i.e. critics, artists, etc).

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the natural world, as well as constructed environments.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Write artist statement(s) about artwork.
2. Formulate and share their own opinions on topics discussed in class (both in verbal and written forms).

Software/Resources:

- The Art of Ed Website
- https://www.teachingchannel.org/videos/building-analysis-skills-special-ed-getty
- https://www.teachingchannel.org/videos/lenses-and-art-getty
- http://everyarteverychild.org/resources/tools.html

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Pequea Valley School District
Art

Unit: Stretch and Explore--Development of Artist voice within their work.

Course: Watercolor **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Big Idea: Artists use the process of Critique to gauge how their art is communicating with the viewer.

Unit Essential Question(s)

- How does the creation process stretch and grow an artist?
- How does making art attune people to their surroundings?
- What is the value of engaging in the process of art criticism?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.D. Demonstrate specific styles in combination through the production or performance of a unique work of art.

Standard - 9.3.12.E
Examine and evaluate various types of critical analysis of works in the arts and humanities.

- Contextual criticism
- Formal criticism
- Intuitive criticism

Pacing: Approximate number of class sessions per unit

8 days

Tier 3 Vocabulary (Content specific vocabulary)

Experimentation, Creativity, Possibilities, Open-Ended, Solutions, Failure, Success

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- There is more than one solution to problems presented in the Art Studio.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Failure comes before success.
- People gain insights into meanings of artwork by engaging in the processes of creation and art criticism.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Learn to reach beyond the learner's capacity and embrace the opportunity to learn from my mistakes.
2. Experimentation and practice influences the learner's process. Evidence seen in material usage and techniques applied in artwork and sketchbooks.
3. Discovery of various approaches during the creative process.

Software/Resources:

- The Art of Ed Website
- http://everyarteverychild.org/resources/tools.html

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Pequea Valley School District
Art

Understand Art Community

Areas of focus:

- Learn about art history and allow this information to inspire my own artwork (Ex: Fauvism, Cubism, Post-Impression, Contemporary Art, etc)
- Interact with other artists
- Formulate narratives for viewers
- Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event

Unit: Understand Art Community-Interaction with Art throughout history to gain perspective.

Course: Watercolor **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Big Idea: <u>Viewing art</u> creates conversation and develops perspective.

Unit Essential Question(s)

- How does collaboration extend the creative process?
- How does knowing the contexts, histories, and traditions or art forms help us create works of art and design?
- How does art help us understand the lives of people or different times, places, and cultures?
- How do people contribute to their communities through artmaking?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.F
Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

Standard - 9.2.12.C
Relate works in the arts to varying styles and genres and to the periods in which they were created.

Standard - 9.2.12.D
Analyze a work of art from its historical and cultural perspective.

Pacing: Approximate number of class sessions per unit

6 days

Tier 3 Vocabulary (Content specific vocabulary)

Genre, Artistic Movement, Collaboration, Context, History, Traditions, Culture

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- How to work in a group setting.
- Major art movements and the artistic "players" involved in those movements.
- Know culturally significant information depending on the artistic style and/or trend being discussed.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Art and culture are closely connected to each other.
- Visual imagery influences understanding of and responses to the world.
- Artists are inspired by the artists that came before them and use that inspiration to create their own body of artwork.
- It is important to contribute to your community.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

1. Collaborate to formulate ideas for their artwork. (Group Work)
2. Study artists, artistic movements/trends, and cultures.
3. Participate in the learning community of the Art Studio through verbal, written, and artistic activities.

Software/Resources:

- http://everyarteverychild.org/resources/tools.html
- http://www.tate.org.uk/
- http://www.theartstory.org/
- The Art of Ed website
- http://www.artrageouswithnate.com/

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