

MISS TAMBLYN ART INSTRUCTIONAL PLAN: 2011-2012 COURSE: HIGH SCHOOL STUDIO ART
M1: FOCUS ON LINE, SHAPE, VALUE, SPACE

W	TOPIC	ASSIGNMENTS
1	INTRODUCTION TO ART	RULES/PROCEDURES PORTFOLIOS ART JOURNALS
2	Line	INK/PENCIL DRAWING TO MUSIC, ONE LINERS/ PICASSO Line Environment
3	LINE	Ink, Pen, Brush Calligraphy Illuminated Letters
4	Line	Still Life with contour lines
5	Shape	How Line creates Shape Organic/Geometric Shape Collage Positive and Negative Space Chair Drawing
6	Introduction to Value	Value Scale Grid Self Portrait (Graphite and Colored Pencil)
7	Value	Still Life Charcoal, Conte Crayon, Pastel
8	Value	Landscape/Nature Charcoal, chalk, Conte crayon drawings From observing nature outside
9	Value, Line, Shape, Space	Independent Project of choice using line, value, shape, and space
10	10 WEEK REVIEW FINAL EXAM PORTFOLIOS HOME	ART CRITIC ARTICLE ARTIST STATEMENT

MISS TAMBLYN ART INSTRUCTIONAL PLAN: 2011-2012 COURSE: HIGH SCHOOL STUDIO ART
M2: FOCUS ON TEXTURE, SHAPE

W	TOPIC	ASSIGNMENTS
11	Introduction to Texture	Surface Rubbings (actual) Use watercolor dry and wet brush techniques Contrasting Texture collage
12	Texture	Homemade Paper Cards, Books
13	Texture	Simulated Texture Colored Pencil Drawings Of 5 different Textural objects
14	Texture	Scratch Art Textural prints
15	Texture	Printmaking Intro Tools review, history, artists Mono prints
16	Texture	Linocut Prints Linocut prints, inspired by Japanese art
17	Color, Shape, Texture	Multi Color Linocut prints inspired by Andy Warhol
18	. Color, Shape, Texture	Multi Color Prints Cont Students continue to make prints
19	Texture, Shape, Color, Value	Final Print of choice
20	Portfolio Review, Test	Portfolio Artist Statement Critique

M3: FOCUS ON COLOR

W	TOPIC	ASSIGNMENTS
21	Introduction to Color	Color Wheel - Primary, Secondary, Tertiary, Analogous, Mono, Tints, Shades, Value, Saturation, Contrast
22	Color, Texture	Color theory mixing Chart, (watercolor) Watercolor Technique Review Salt, Splattering, Dry on Wet, Wet on Wet, Dry on Dry
23	Color	Watercolor, and Ink Traditional Still life painting
24	Color	Chalky Pastels Impressionist Twist, Choose a reproduction, and change at least 1 element of art in the work.
25	Color	Oil Pastels Fauvist Portrait
26	Color, Space	Tempera Paint 1 point perspective Op Art Painting
27	Color	1 Page research paper on Artist of Choice
28	Color	Miniature Works of Art Inspired by Artist Research paper Gallery Walk
29	Color	Final Independent Project of choice Self Assessment
30	Portfolio Review, Test	Portfolio Artist Statement Critique

MISS TAMBLYN ART INSTRUCTIONAL PLAN: 2011-2012 COURSE: HIGH SCHOOL STUDIO ART
M4: FOCUS ON SPACE AND FORM

W	TOPIC	ASSIGNMENTS
31	Repetition, Space, Shape	Toothpick Sculpture Design Unit from Toothpicks Design Sculpture Create Sculpture, Paint sculpture, Wooden Base
32	Form, Space	Wire Shoe Sculpture Students draw their own shoes, and create a sculpture, Inspired by Alexander Calder
33	Form	3D Artist Inspired Letters
34	Form	Realistic Plaster Reduction Sculpture Chisel out of plaster with chisel and mallet based on the clay model
35	Form	Abstract Plaster Reduction Sculpture Design Abstract Sculpture based on previous realistic sculpture Model out of clay
36	Careers In Art	Research in Computer Lab, Create a Pamphlet that describes a career in depth
37	Ceiling Tiles	Select a masterpiece in Art History to inspire your tile, write a one page research paper
38	Ceiling Tile	Design rough draft of tile Paint Tile
39 19	Ceiling Tile	Complete Tile
40	Portfolio Review, Test	Portfolio Artist Statement Critique

Topic: Elements of Art
Essential Questions: <ul style="list-style-type: none"> • In what ways do artists use and manipulate art elements in their work? • What relationship exists between elements of art and selected media or techniques?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> • Projects • Effective communication skills—thinks, observes, listens 	<ul style="list-style-type: none"> • What are the elements of art? 	<ul style="list-style-type: none"> • Art elements are basic ingredients of any composition; 2-D or 3-D; representational, abstract, or non-objective. • The art elements are line, shape, value, color, texture, space, form • Artists manipulate elements using a strong knowledge of media and techniques to manipulate the eye of the viewer and achieve a unique effect. • Art elements can be used as tools to form recognizable subject matter, or can be interesting in their own right as abstract marks. • Use appropriately the language of art in discussions about artworks. • Identify art elements in their own artwork and works by peers and other artist. • Manipulate each art element with purpose in their own work. 	<ul style="list-style-type: none"> • Develop a mnemonic phrase to help remember the names of the art elements (<u>L</u>isa <u>S</u>ent <u>V</u>alentine <u>C</u>ards <u>T</u>o <u>S</u>even <u>F</u>riends) • Make a game out of orally describing some characteristic of one of the elements in a piece; each student has to describe something new 	<ul style="list-style-type: none"> • Teacher Observations • Forced-Choice and written analysis (art criticism) • Ongoing assessment in studio projects as part of rubric language

Connections to Text (Resources)	Time:
Connections to Technology:	
Key Vocabulary: Value(lightness Darkness), Line, Space(3D, Perspective, Negative, Positive Space), Shape/Form(Geometric& Free), Color(Color Theory), Texture	

Topic: Color • Color theory in the additive and subtractive systems • Psychology of color
Essential Questions: <ul style="list-style-type: none"> • What are the basic theories that describe color and its application? • How do artists make decisions about color combinations as they work? • What knowledge is needed to effectively create, combine, control, and otherwise manipulate color? • What dimensions of color can be manipulated, and what effects can be achieved by manipulating these properties independently or in combination?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Projects Color Chart Mixing color	<ul style="list-style-type: none"> • What is difference between pigment and light theory? • What is the characteristic of Color? • What is 5 Color Schemes 	<ul style="list-style-type: none"> • Artists and designers use two systems of color theory—additive system & subtractive system • There are five basic color harmonies—monochromatic, analogous, complementary, triad, split-complementary • Dimensions of color that can be manipulated are hue, value, saturation, temperature • Artists and designers choose color deliberately to elicit emotions and associations in their viewers • Manipulate color in a variety of media • Reasonably predict the outcome of manipulating one or more dimensions of color • Purposefully select color harmonies to achieve a desired emotional or compositional effect • Interpret emotional tone conveyed through an artist’s use of color in his/her work • Identify and use color harmonies and their resulting effects 	<ul style="list-style-type: none"> • Use a pneumonic (MATS.Com) to remember the color harmonies in order from least contrast to most contrast • Use tints, shades, and tone to create a deep space painting showing aerial perspective 	<ul style="list-style-type: none"> • Teacher Observations • Forced-Choice and written analysis (art criticism) • Ongoing assessment in studio projects as part of rubric language

Connections to Text (Resources)	Time:
Connections to Technology:	
Key Vocabulary: Color Theory(Monochromatic, Analogous, Triad, Sprit-Complementary, Complementary), Hue, Contrast, Temperature, Value(Tint & Shade), Intensity (Tone),	

Topic: Art criticism
Essential Questions: <ul style="list-style-type: none"> • What is art criticism? • What are the purposes of art criticism? • What steps are involved in art criticism? • What knowledge is needed to understand art and effectively make judgments about it? • What makes an interpretation plausible

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> • Effective communication skills—thinks, observes, listens <p>Steps</p>	<ul style="list-style-type: none"> • What steps are involved in art criticism? 	<ul style="list-style-type: none"> • Art criticism is formal, structured, intellectual conversation or writing about artwork. • The primary purpose of art criticism is to increase our understanding of the work. Other purposes include developing a more informed judgment, to gain knowledge that can inform one’s own future work. • Steps in art criticism include description (inventory), analysis (elements and principles), interpretation (meaning) and informed judgment. • Context of the work is an important factor that can inform our interpretations. <ul style="list-style-type: none"> • Engage with art in an extended and thoughtful manner • Use appropriately the language of art to describe and analyze artworks • Interpret meaning from works of art through a process of describing and analyzing subject, design, and technique. • Support interpretations with facts and observable characteristics • Develop an informed and reasoned judgment of quality in artwork based on content knowledge 	<ul style="list-style-type: none"> • Have students select an art postcard to write criticism about • Play a game wherein every student identifies or describes something new about an artwork progressing around the room at a fast pace • Use the art criticism process to write a piece of criticism about a their projects 	<ul style="list-style-type: none"> • Quiz/test items and written analysis (art criticism) • Ongoing assessment in studio projects as part of rubric language

Connections to Text (Resources)	Time:
Connections to Technology:	
Key Vocabulary:	

Topic: Movements and styles in art history

Essential Questions:

- What major periods or movements define art history?
- What visual characteristics enable us to categorize artworks according to period or style?
- What factors influence the evolution of an art movement or style?
- What similarities can be found among various art forms within a given movement or style?
- What relationship exists among different styles or periods in art?
- How do artworks reflect human ideals, values, and habits from the time and culture in which they were created?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Project – Research Paper Test	What is art movement (such as OP art, Impressionism, Abstract Expressionism, e.t.c)	<ul style="list-style-type: none"> • Specific characteristics associate artworks with 19 selected major movements in art history • Characteristics of art movements can usually be observed across genres and art forms • Brushstroke, use of color and media, and degree or method of abstraction are indicators we can use to define art movements • Artworks reflect cultural, political, social, historical, philosophical, and personal circumstances from the context in which they were created • Identify characteristics of artworks which associate them with the movement to which they belong • Categorize artworks into appropriate movements • Analyze and interpret ways in which artworks reflect cultural, political, social, historical, philosophical, and personal circumstances from the context in which they were created 	<ul style="list-style-type: none"> • Conduct an internet scavenger hunt for information on particular artists or movements • Utilize power point presentation for images and information—students may access as a study tool • Create a scrapbook page for each art movement (spread throughout the year) containing images and information for each art movement • Groups of students generate Uno card based on the major art movement 	<ul style="list-style-type: none"> • Art history segment of final exam—slide identification • Rubric for presentations/projects • Research paper

Connections to Text (Resources)

Time:

Connections to Technology:

Key Vocabulary:

Topic: Linear Perspective

Essential Questions:

- What is linear perspective?
- How does linear perspective create the illusion of depth?
- Who can linear perspective are used to represent a variety of subjects in works of art?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none">• Projects• Effective communication skills—thinks, observes, listens	<ul style="list-style-type: none">• How to apply all techniques to show depth on 2D picture plane.	<ul style="list-style-type: none">• Linear perspective refers to a system of converging lines developed by Brunelleschi during the Renaissance to show depth on a two-dimensional picture plane.• Linear perspective can include one, two, or three vanishing points• Many artists combine their knowledge of perspective with direct observation to create realistic drawings with a 3D quality. • Identify the vanishing point and horizon line in artworks that employ one- or two-point perspective.• Use one-point perspective to draw simple objects that appear three-dimensional on the picture plane.	<ul style="list-style-type: none">• Design a piece of furniture and draw it in one or two point perspective (Industrial Design)• Develop a non-objective painting or drawing that creates the illusion of planes and forms floating and moving in space in three-dimensional space• On a sheet of tracing paper over a Renaissance artwork with strong perspective, diagram the converging lines, vanishing point, and horizon line.	<ul style="list-style-type: none">• Teacher Observations• Forced-Choice and written analysis (art criticism)• Ongoing assessment in studio projects as part of rubric language

Connections to Text (Resources)

Time:

Connections to Technology:

Key Vocabulary: vanishing point, horizon line, intersection, converging lines, parallel lines, receding lines

Topic: Principles of Design • Composition

Essential Questions:

- In what ways do artists employ the principles of design to compose and organize art elements in their work?
- What rules of thumb do artists use to guide their decisions about composition?
- What relationship exists between design principles and expression in a work of art?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> • Effective communication skills—thinks, observes, listens • Projects 	<ul style="list-style-type: none"> • What are the principles of design? • Why does the principle of design help artworks? 	<ul style="list-style-type: none"> • Principles of design give artists' guidelines for organize the art elements • Principles of design include balance, contrast, rhythm, pattern, movement, emphasis, and unity. • Common rules of thumb artists use to guide their decisions about compositions include • Principles of design help artists to direct the eye of the viewer, create more exciting works, and communicate a message more effectively • Use appropriately the language of art in discussions about artworks. • Analyze the use of principles of design in their own artwork and works by peers and other artist. • Employ selected principles of design to direct the eye of the viewer, or communicate effectively in their own work. 	<ul style="list-style-type: none"> • Develop a pneumonic phrase to help remember the seven principles of design • Use cut paper shapes to manipulate principles of design easily and in a variety of ways • Create mini cut paper collage works that demonstrate each design principle non-objectively 	<ul style="list-style-type: none"> • Teacher Observations • Forced-Choice and written analysis (art criticism) • Ongoing assessment in studio projects as part of rubric language

Connections to Text (Resources)

Time:

Connections to Technology:

Key Vocabulary: •rhythm•movement•balance•proportion•variety•emphasis•harmony•unity

Topic: Sculpture and three-dimensional form

Essential Questions:

- What are the characteristics of sculpture?
- What types of artwork are included in the category of sculpture?
- How have sculptural forms developed in correlation with history and art history?
- What characteristics influence how we perceive and interpret meaning from sculpture?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> • Effective communication skills—thinks, observes, listens 	<ul style="list-style-type: none"> • What type of sculpture did you build? • What techniques did you use to construct ceramic pieces? 	<ul style="list-style-type: none"> • Principles - mass, shape, form, and light • Types of sculpture - relief, in-the-round, kinetic, environmental, and installation • Sculpture can be additively or subtractive • Movements, styles, and trends in sculpture parallel those of other art forms throughout art history • Factors that influence how we perceive and interpret meaning from sculpture include medium, size and scale, setting in which it is displayed, purpose or function of the piece, and cultural/historical content • Categorize sculpture according to type, process of construction, art history styles, and world history eras • Analyze how sculptural forms correlate with events or ideas from the time and culture in which they were made • Analyze how function, setting, purpose, historical context, size and scale, and media affect how viewers perceive and interpret meaning from a sculpture • Develop a three-dimensional form that effectively uses elements of sculpture using one or more of the processes 	<ul style="list-style-type: none"> • Use Judy Chicago’s work as an exemplar to create relief tiles or ceramic plates that honor a person of significance to the student • Represent your life past, present, future in a relief sculpture made from a variety of textured surfaces, paint with black latex, finish with rub-buff for a metallic look • Develop mobiles of simplified forms from nature based on the works of Alexander Calder • Create a self-portrait mask based on a cultural heritage • Create a “monument” to a particular artist by incorporating elements of his/her style in a mixed media sculpture 	<ul style="list-style-type: none"> • Teacher Observations • Forced-Choice and written analysis (art criticism) • Ongoing assessment in studio projects as part of rubric language

Connections to Text (Resources)

Time:

Connections to Technology:

Key Vocabulary:

