

Teacher: Shaun Haaseth

Year: 2009-2010

Course: Art II

<b>S E P T E M B E R</b>	<b>Weave Drawing</b> - Students will create a drawing from two pictures they weave together to make an interesting composition. The unit will take about 5 weeks.					
	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>	<b>Lessons</b>	<b>Standards</b>
		composition	Students will weave two pictures together. They will use the elements and principles of art to work the pictures together effectively. The pictures can be of the same theme or completely unrelated to one another.	<u>Teacher observation, assessment checklist, student self-assessment</u> 9/30/2009		1.2 ~ Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques.  2.2 ~ Analyze a variety of techniques which give artwork definition and detail.  2.3 ~ Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.  4.2 ~ Justify visual art preferences using personal aesthetic criteria.*

	Enlargement process	Students will use a grid process to enlarge their composition.	<u>teacher observation, assessment checklist, student self-assessment - 01</u> 9/30/2009		2.3 ~ Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.  4.2 ~ Justify visual art preferences using personal aesthetic criteria.*  4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.
	Shading/coloring	Students will use their drawing pencils or colored pencils to create value/depth/realism in their drawings.	<u>teacher observation, assessment checklist, student self-assessment</u> 9/30/2009		1.1 ~ Analyze how visual arts may express concepts, tell stories, evoke moods or emotions, and symbolize ideas.  1.2 ~ Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques.

						<p>2.2 ~ Analyze a variety of techniques which give artwork definition and detail.</p> <p>2.3 ~ Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.</p> <p>4.1 ~ Evaluate works of art in terms of artistic concepts, ideas, or intentions using criteria appropriate for the style or form.</p> <p>4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.</p>
	framing	Students will use a mat cutter and mat paper to frame their finished drawing.	<u>teacher observation, assessment checklist, student self-assessment - 02</u> 9/30/2009			4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.

OCTOBER

**Abstract Watercolor/practice watercolor - This unit takes about a week to complete.**

Essential Questions	Content	Skills	Assessments	Lessons	Standards
	practice a variety of watercolor techniques	The student will practice the wet on wet watercolor technique, the wet on dry technique, the dry on dry, use the large flat brush for various brush strokes, and use the small brush for detail practice.	<u>Teacher observation, assessment checklist, student self-assessment - 03</u> 10/31/2009		<p>1.2 ~ Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques.</p> <p>2.2 ~ Analyze a variety of techniques which give artwork definition and detail.</p> <p>4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.</p>
	abstract watercolor painting	The student will create an abstract watercolor painting using the skills previously practiced.	<u>teacher observation, assessment checklist, student self-assessment</u> 10/31/2009		<p>1.1 ~ Analyze how visual arts may express concepts, tell stories, evoke moods or emotions, and symbolize ideas.</p> <p>2.3 ~ Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.</p> <p>4.1 ~ Evaluate works of art in terms of artistic concepts, ideas, or intentions using criteria appropriate for the style or form.</p>

						<p>4.2 ~ Justify visual art preferences using personal aesthetic criteria.*</p> <p>4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.</p>
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**Final watercolor painting** - This unit takes about 2-3 weeks to complete.

Essential Questions	Content	Skills	Assessments	Lessons	Standards
	<p>drawing for watercolor painting</p>	<p>After researching a variety of watercolor painters, the student will sketch their own idea for their final watercolor painting.</p> <p>The student will enlarge their sketch for their final painting using a grid.</p>	<p><u>teacher observation,</u> <u>student self-assessment</u> 10/31/2009</p>		<p>1.1 ~ Analyze how visual arts may express concepts, tell stories, evoke moods or emotions, and symbolize ideas.</p> <p>1.2 ~ Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques.</p> <p>2.3 ~ Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.</p> <p>3.3 ~ Analyze the influence of significant artists on the evolution of the various forms of visual arts.</p> <p>4.1 ~ Evaluate works of art in terms of artistic concepts, ideas, or intentions using criteria appropriate for the style or form.</p> <p>4.3 ~ Evaluate the quality</p>

						and effectiveness of personal artwork using specific criteria.
	painting the drawing	The student will paint their drawing using a variety of watercolor techniques previously practiced in class.	teacher observation, assessment checklist, student self-assessment - 04 10/31/2009			<p>1.2 ~ Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques.</p> <p>2.3 ~ Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.</p> <p>4.2 ~ Justify visual art preferences using personal aesthetic criteria.*</p> <p>4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.</p>

**NOVEMBER** charcoal self-portrait - This unit takes about 2-3 weeks to complete.

<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>	<b>Lessons</b>	<b>Standards</b>
	portrait	<p>The students will choose the best picture taken of them based on composition. They will refer to the elements and principles of art when making their choice.</p> <p>The student will create an</p>	teacher observation, student self-assessment - 01 10/31/2009		<p>1.1 ~ Analyze how visual arts may express concepts, tell stories, evoke moods or emotions, and symbolize ideas.</p> <p>2.3 ~ Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.</p>

		<p>enlarged drawing of themselves using the grid process.</p> <p>The student will observe/critique a variety of portrait artists.</p>			<p>3.1 ~ Analyze how the visual arts record, preserve, highlight and symbolize the history of humanity.</p> <p>4.2 ~ Justify visual art preferences using personal aesthetic criteria.*</p> <p>4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.</p>
	charcoal use	The student will practice a variety of techniques using a variety of charcoal and drawing tools.	<u>teacher observation, student self-assessment - 02</u> 10/31/2009		<p>2.2 ~ Analyze a variety of techniques which give artwork definition and detail.</p> <p>2.3 ~ Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.</p> <p>4.2 ~ Justify visual art preferences using personal aesthetic criteria.*</p>
	charcoal application	The student will apply the various charcoal techniques to create value, texture, realism to their self-portrait.	<u>teacher observation, assessment checklist, student self-assessment - 05</u> 10/31/2009		<p>1.2 ~ Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques.</p> <p>2.2 ~ Analyze a variety of techniques which give artwork definition and detail.</p> <p>2.3 ~ Determine and apply the appropriate</p>

						<p>compositional elements and organizational principles to solve specific visual art problems.</p> <p>4.2 ~ Justify visual art preferences using personal aesthetic criteria.*</p> <p>4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.</p>
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**DECEMBER** plaster mask/acrylic painting - This unit takes about 5 weeks to complete.

<b>DECEMBER</b>	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>	<b>Lessons</b>	<b>Standards</b>
		composition	<p>Students will research a variety of artists/painters.</p> <p>Students will sketch idea for their painting based on their research.</p>	<p>teacher observation, student self-assessment - 03 12/31/2009</p>		<p>1.1 ~ Analyze how visual arts may express concepts, tell stories, evoke moods or emotions, and symbolize ideas.</p> <p>1.2 ~ Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques.</p> <p>2.1 ~ Analyze the various media and processes used in creating a variety of art forms.</p> <p>2.2 ~ Analyze a variety of techniques which give artwork definition and detail.</p> <p>2.3 ~ Determine and apply the appropriate compositional elements and</p>



					<p>organizational principles to solve specific visual art problems.</p> <p>3.1 ~ Analyze how the visual arts record, preserve, highlight and symbolize the history of humanity.</p> <p>3.3 ~ Analyze the influence of significant artists on the evolution of the various forms of visual arts.</p> <p>4.2 ~ Justify visual art preferences using personal aesthetic criteria.*</p>
	plaster face	The student will plaster his/her face and his/her hand/s for later use for his/her painting.	<u>teacher observation, student self-assessment - 04</u> 12/31/2009		2.3 ~ Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.
	final sketch	Student will sketch a final idea using their first sketches from research and implement using their plaster face and/or hands.	<u>teacher observation, student self-assessment - 05</u> 12/31/2009		<p>1.2 ~ Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques.</p> <p>2.3 ~ Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.</p>

					<p>4.2 ~ Justify visual art preferences using personal aesthetic criteria.*</p> <p>4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.</p>
	acrylic painting	The student will practice a variety of painting techniques and brushes. The student will follow specific practices with the teacher of a few days.	<u>teacher observation,</u> <u>student self-assessment - 06</u> 12/31/2009		<p>2.1 ~ Analyze the various media and processes used in creating a variety of art forms.</p> <p>2.2 ~ Analyze a variety of techniques which give artwork definition and detail.</p>
	attach face/hands to board	The student will attach his/her plastered face and/or hands to primed board. He/she will attach the plastered pieces with glue and paper mache.	<u>teacher observation,</u> <u>student self-assessment - 07</u> 12/31/2009		<p>1.2 ~ Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques.</p> <p>2.3 ~ Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.</p>
	paint the final artwork	The student will apply acrylic paint using a variety of techniques to their board. The student will paint based on his/her sketch,	<u>teacher observation,</u> <u>assessment checklist,</u> <u>student self-assessment - 06</u> 12/31/2009		<p>1.2 ~ Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques.</p> <p>2.1 ~ Analyze the</p>

		research, and principles of art.				<p>various media and processes used in creating a variety of art forms.</p> <p>2.2 ~ Analyze a variety of techniques which give artwork definition and detail.</p> <p>2.3 ~ Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.</p> <p>4.2 ~ Justify visual art preferences using personal aesthetic criteria.*</p> <p>4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.</p>
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<b>JANUARY</b>	<b>collage</b> - This unit takes 1-2 weeks to complete.					
	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>	<b>Lessons</b>	<b>Standards</b>
		collage	<p>The student will brainstorm a variety of themes that he/she could use for this collage.</p> <p>The student will cut out a variety of pictures from magazines or other media based on his/her theme.</p>	<p><u>teacher observation,</u> <u>student self-assessment,</u> <u>assessment checklist</u> 1/31/2010</p>		<p>1.1 ~ Analyze how visual arts may express concepts, tell stories, evoke moods or emotions, and symbolize ideas.</p> <p>1.2 ~ Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques.</p> <p>1.3 ~ Use artwork which communicates an</p>

		<p>The student will glue pictures/words on to paper using the principles of art to create a good composition.</p> <p>The student will apply any painting technique that they have learned during the semester in their collage.</p>			<p>understanding of themes or concepts from other disciplines.</p> <p>2.2 ~ Analyze a variety of techniques which give artwork definition and detail.</p> <p>2.3 ~ Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.</p> <p>3.1 ~ Analyze how the visual arts record, preserve, highlight and symbolize the history of humanity.</p> <p>4.1 ~ Evaluate works of art in terms of artistic concepts, ideas, or intentions using criteria appropriate for the style or form.</p> <p>4.2 ~ Justify visual art preferences using personal aesthetic criteria.*</p> <p>4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.</p>
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