

Year: 2009-2010

Course: Art I

S E P T E M B E R	drawing - During this unit the students will work from the right side of their brain to create drawings.					
	Essential Questions	Content	Skills	Assessments	Lessons	Standards
		Right and Left brained contour drawings. Shading	Students will draw a contour line drawing of igor upside down. Students will create a contour drawing of a three dimensional object. Students will create an enlarged realistic drawing of their choice. Students will create values scales and practice shading techniques using a variety of pencils and a blending stump. Students will use their shading skills to add	<u>teacher</u> <u>observation,</u> <u>assessment</u> <u>checklist,</u> <u>student self-</u> <u>assessment</u> 9/30/2009		

		dimension and values to their enlarged realistic drawing.				
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Drawing unit - This unit takes about 5 weeks to complete.

Essential Questions	Content	Skills	Assessments	Lessons	Standards
	Drawing/Igor drawing.	After reading about left and right brain drawing, I can make the connection between the reading and my drawing.			<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>
		I will create an upside down drawing of Igor.	<p>Igor drawing completed correctly. 9/30/2009</p> <p>teacher observation, student self-assessment, assessment checklist 9/30/2009</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>
	enlargement	I will use a ruler and the enlargement process to	The picture the student has chosen will be drawn larger		2.1 ~ Analyze the various media and processes used in creating a variety of art

		create a drawing. I will use a 2H pencil to draw.	<u>using a grid.</u> 9/30/2009 <u>teacher observation</u> 9/30/2009		forms. 2.3 ~ Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.
	value	I will use my 2H, HB, and 6B pencil to create a value scale. I will practice a variety of shading to create value (hatching, crosshatching, blending, etc.)	<u>handout on value</u> 9/30/2009 <u>teacher observation</u> 9/30/2009		2.2 ~ Analyze a variety of techniques which give artwork definition and detail.
	final drawing	I will use the right side of my brain, the enlargement process, as well as, a variety of drawing pencils to create a final enlarged drawing.	<u>drawing completed.</u> <u>teacher observation,</u> <u>assessment checklist,</u> <u>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.

0 clay - This unit will take about 12 days.

OCTOBER

Essential Questions	Content	Skills	Assessments	Lessons	Standards
	clay slab container	After looking at a variety of examples, I will sketch a slab container.	<u>teacher observation,</u> <u>student self-assessment</u> 10/31/2009		2.3 - Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems. 3.2 - Analyze the role of visual arts in reflecting and influencing the culture and societies in which they are created. 3.3 - Analyze the influence of significant artists on the evolution of the various forms of visual arts.
		I will cut out a tagboard pattern for making the clay container.	<u>teacher observation,</u> <u>student self-assessment</u> 10/31/2009		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.
		I will roll out slabs for the clay container. I will use the score and slip technique to attach pieces of clay together. Finish the container with	<u>teacher observation,</u> <u>student self-evaluation</u> 10/31/2009 <u>clay written test</u> 10/31/2009		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.

NOVEMBER

		design, texture, etc. Once clay has been fired, apply glazing technique.				
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scratchboard - This unit will last about 12 days.

Essential Questions	Content	Skills	Assessments	Lessons	Standards
	scratchboard	I will practice scratchboard techniques on paper (crosshatching, hatching, pointillism, value scale). After looking at a variety of scratchboard examples, I will sketch an idea for my own scratchboard design.	<u>teacher observation,</u> <u>student self-assessment</u> 11/30/2009 <u>teacher observation,</u> <u>student self-assessment</u> 11/30/2009		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.
		I will practice scratchboard techniques on scratchboard.	<u>teacher assessment,</u> <u>student self-assessment</u> 11/30/2009		2.2 - Analyze a variety of techniques which give artwork definition and detail.
		I will transfer a drawing on to scratchboard and use the scratchboard	<u>teacher assessment,</u> <u>student self-assessment</u>		1.2 - Communicate personal ideas, experiences, or emotions through a variety of visual art

		techniques to create a final project.	11/30/2009			<p>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 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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oil pastel - This unit will last about 18 days.

Essential Questions	Content	Skills	Assessments	Lessons	Standards
	Oil pastel enlarged portrait	I will explore and read about colors. I will research how colors can create specific feelings or moods in works of art.	<u>teacher observation</u> <u>worksheets</u> <u>lecture and classroom participation</u> 11/30/2009		<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>2.2 – Analyze a variety of techniques which give artwork definition and detail.</p>

		I will practice mixing colors using oil pastels. I will make shades and tints of a variety of colors.			2.2 ~ Analyze a variety of techniques which give artwork definition and detail.
		I will draw an enlarged portrait.	<u>teacher assessment,</u> <u>student self-assessment</u> 11/30/2009 <u>teacher assessment,</u> <u>student self-assessment</u> 11/30/2009		2.3 ~ Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.
		I will use oil pastels to color my portrait. I will color to create a feeling.	<u>teacher observation,</u> <u>student self-assessment</u> 11/30/2009 <u>teacher observation,</u> <u>student self-assessment</u> 11/30/2009		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. 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.
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D **perspective** - This unit takes about 18 days to complete.

D E C E M B E R	Essential Questions	Content	Skills	Assessments	Lessons	Standards	
		Review the different types of perspective	Through observations/examples, I will be able to make the distinctions among 1, 2, and 3-point perspective.				4.1 ~ Evaluate works of art in terms of artistic concepts, ideas, or intentions using criteria appropriate for the style or form.
		Practice drawing 2 and 3 point perspective	I will draw 2 and 3 point perspective designs.				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.*
		colored pencil techniques	I will practice using colored pencils to create shades, tints, intense, subdued, and mixed colors.				4.2 ~ Justify visual art preferences using personal aesthetic criteria.*

final perspective drawing	final perspective drawing	I can draw my own 2 or 3 point perspective design.			<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>
		I will use color techniques to create dimension to my perspective drawing.	<p>teacher assessment, student self-assessment 12/31/2009</p> <p>teacher assessment, student self-assessment 12/31/2009</p>		<p>2.3 - Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.</p> <p>4.3 - Evaluate the quality and effectiveness of personal artwork using specific criteria.</p>