

Year: 2008-2009
 Course: Drawing/Painting

AUGUST white color pencil work - This unit will take approx. 2 weeks to finish.						
Essential Questions	Content	Skills	Assessments	Lessons		Standards
<p>How can I create an image using white pencil on black paper?</p> <p>How do I observe and create only the white highlights with color pencil?</p>	white color pencil on black paper.	<p>I can draw out an image with correct proportions.</p> <p>I can observe and create the image's values and highlights with white pencil.</p>	<p><u>Teacher observation,</u> <u>assessment checklist,</u> <u>student self-assessment.</u> 8/1/2008</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> <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>

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"Pencil" drawing - An image will be created, drawn onto paper and divided into a pattern of #2 Pencils. This unit will last approx. 3 weeks. Final work will be matted.

Essential Questions	Content	Skills	Assessments	Lessons		Standards
<p>How can I draw an image with correct proportions?</p> <p>How can I break the image into a pattern of #2 pencils which show the contour of the image?</p> <p>How can I color the image after the drawing is over and show value using color pencil?</p>	"Pencil" drawing	<p>I will observe artwork created with this method and practice before I begin with the final piece of artwork.</p> <p>I will draw with correct proportions the image onto paper.</p> <p>I will divide the space of the image into a pattern of #2 pencils which show contour throughout the image.</p> <p>I will finish off the work using color pencil techniques in order to show realism with the #2 pencils.</p>	<p><u>Teacher observation, assessment checklist, student self-assessment.</u></p> <p>- 01</p> <p>9/1/2008</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>2.2 ~ 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>3.3 ~ 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 and effectiveness of personal artwork using specific criteria.</p>

plexiglass/vinyl - This unit will take approx. 2-3 weeks. Vinyl is from a sign store, plexiglass comes from glass stores. Finished work will be framed with a shadow box. Students will read and view Matisse's paintings, collages using shape.

Essential Questions	Content	Skills	Assessments	Lessons		Standards
<p>How can I create an interesting piece of art using patterns of color and shape?</p> <p>How can I draw the image and use a transfer method to the vinyl pieces?</p> <p>How can I accurately cut the pieces of vinyl and apply to plexiglass?</p>	Vinyl/plexiglass	<p>I will read about Matisse and observe his style of art which consists of color, shape, patterns to create his images.</p> <p>I will practice with all the steps before I begin on the final piece of work.</p> <p>I will draw the image accurately, transfer the shapes to vinyl, cut vinyl with exacto knives and adhere the vinyl to the plexiglass.</p>	<p>Teacher <u>observation</u>, <u>assessment checklist</u>, <u>student self-assessment</u>, <u>practice techniques</u>. 9/1/2008</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 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>4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.</p>

OCTOBER Stillife drawing - This unit lasts approx. 3-4 weeks. Students bring interesting things from home to set up an interesting arrangement which is photographed. Students review pencil techniques and then begin on the drawing. Photo realism is a must! Finished work is matted.						
Essential Questions	Content	Skills	Assessments	Lessons		Standards
What objects can I compose into an interesting pencil drawing? What drawing skills are needed to successfully draw out the image and shade in? How can I create the different values using a variety of shading techniques and pencils? How can I show realism to my work?	Realism stillife.	I can compose an interesting stillife by selecting personal objects, arranging the light source and photographing it to work from. I can accurately draw out the image onto paper. I can use a variety of pencils and shading techniques to add depth, roundness, values to create a realistic quality to the work.	<u>Teacher observation, assessment checklist, student self-assessment.</u> - 02 10/1/2008			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. 4.1 ~ Evaluate works of art in terms of artistic concepts, ideas, or intentions using criteria appropriate for the style or form. 4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.

N O V E M B E R	Surrealism ink/watercolor - This unit lasts approx. 4-5 weeks. The students will read about Magritte and Dali and observe their surrealism work. Students can/will create ideas from personal dreams. Pen/ink techniques will be introduced and will be combined with watercolor washes to finish off the project. Finished work is matted.					
	Essential Questions	Content	Skills	Assessments	Lessons	Standards
<p>What is a surrealist style and what artists are well known for this style?</p> <p>Where did Magritte and Dali come up with their ideas?</p> <p>What dreams or personal experiences have I had that could be incorporated into this unit?</p> <p>How can I draw with pen/ink to create values and paint with washes on top of the pen/ink to add a mood to the work?</p>	Surrealism pen/ink, watercolor.	<p>I will read about Magritte, Dali and observe their paintings to better understand the surrealist style of art.</p> <p>I will write down my dreams, experiences and then compose a drawing of many images that relate to my dreams and life experiences.</p> <p>I will create values to my drawing using pen/ink techniques.</p> <p>I will finish my drawing using transparent watercolor washes to depict a mood to my work.</p>	<p><u>Teacher observation,</u> <u>assessment</u> <u>checklist, student</u> <u>self-assessment,</u> <u>reading assessment.</u> 11/1/2008</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 understanding of themes or concepts from other disciplines.</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 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 and effectiveness of personal artwork using specific criteria.</p>	

D E C E M B E R	Ink high contrast portraits. - This unit takes approx. 2-3 weeks to create. The size of work is 24"x36". India ink is painted for the black areas.					
	Essential Questions	Content	Skills	Assessments	Lessons	Standards
	<p>How can I create a large scale portrait in a high contrast style?</p> <p>How do I use Photoshop to change the photo to high contrast?</p> <p>How do I draw and brush in the 2 coats of ink?</p>	High contrast portraits.	<p>I will create a portrait by changing a photo to high contrast using Photoshop.</p> <p>I will transfer the image to a large scale paper or foamcore and brush ink over the dark areas.</p>	<p><u>teacher observation,</u></p> <p><u>assessment checklist,</u></p> <p><u>student self-assessment.</u> -</p> <p>03</p> <p>12/1/2008</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>4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.</p>

JANUARY

wet on wet watercolor - This is a practice unit for the upcoming acrylic/watercolor painting. This unit takes approx. 1 week to complete. Images of a boat and abstract watercolor techniques are explored. Final work is matted.

Essential Questions	Content	Skills	Assessments	Lessons		Standards
How do I paint with wet on wet watercolor techniques?	wet/wet watercolor and various watercolor techniques.	I will practice painting using liquid watercolors and other watercolor techniques to create interesting textures to the paper.	<u>Teacher observation, assessment checklist.</u> 1/1/2009			2.2 ~ Analyze a variety of techniques which give artwork definition and detail. 4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.

Watercolor/acrylic painting - This unit is an abstract unit combining watercolor and acrylic paints. It takes approx. 2 weeks to complete. Finished work is framed.

Essential Questions	Content	Skills	Assessments	Lessons		Standards
How do I work with combining two painting mediums? How will I create my image in an abstract method?	Acrylic/watercolor abstract painting.	I will paint an abstract painting using different steps that begin with watercolor and end with acrylic paint. I will develop a loose style to the painting with interesting colors and textures.	<u>Teacher observation, assessment checklist, student self-assessment.</u> - 04 1/1/2009			1.2 ~ Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques. 2.1 ~ Analyze the various media and processes used in creating a variety of art forms. 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. 4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.

FEBRUARY

Acrylic Impressionist painting - Students will observe Impressionist paintings, read about Monet, and create a landscape using an impressionist style of painting. Paintings are painted on canvas and won't be framed in class. The unit takes approx. 3-4 weeks to complete.

Essential Questions	Content	Skills	Assessments	Lessons		Standards
How can I paint a landscape using an Impressionist painting style?	Impressionist landscape painting.	<p>I will read about the Impressionist period and it's artists-mainly Monet. I will observe the Impressionist paintings and their style.</p> <p>I will compose a landscape painting.</p> <p>I will paint on canvas using the style of brushstrokes, colors and ideas of the Impressionist painters.</p>	<p><u>Reading assessment,</u> <u>teacher observation,</u> <u>assessment checklist, student self-assessment.</u> 2/1/2009</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>1.3 ~ Use artwork which communicates an 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>3.3 ~ Analyze the influence of significant artists on the evolution of the various forms of visual arts.</p> <p>4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.</p>

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Chuck Close portrait painting - Students will read about Close and observe his style of paintings. Students will paint a portrait from a photograph of a friend or self-portrait. The unit lasts approx. 5 weeks and is created with either acrylic or oil pastel.

Essential Questions	Content	Skills	Assessments	Lessons		Standards
How can I paint a portrait using the style and techniques that Chuck Close uses in his work?	Close painting.	<p>I will read about Chuck Close and observe his style of paintings and how his style changes during his life.</p> <p>I will draw from a photo of a friend or self-portrait onto canvas in a grid style.</p> <p>I will select an interesting color theory prior to painting the portrait.</p> <p>I will work with acrylic or oil pastel to finish the portrait. Different techniques of each medium will be explored before beginning the work. Practice can be done with color pencils.</p>	<p><u>Teacher observation, reading assignment, assessment checklist, student self-assessment.</u></p> <p>3/1/2009</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 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 and effectiveness of personal artwork using specific criteria.</p>

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charcoal and pastel stilllife - This unit takes approx. 1-2 weeks. This is very important for college bound art students. Students may or may not matt the finished work.

Essential Questions	Content	Skills	Assessments	Lessons		Standards
<p>What drawing and observing techniques do I need to use when drawing from real life?</p> <p>How can I use pencil, charcoal and pastel to create the values needed for shadows and highlights of the objects?</p>	<p>Stillife charcoal/pastel work.</p>	<p>I will learn observation techniques such as measuring marks, angle marks while I draw the objects.</p> <p>I will shade with charcoal, pastels, pencil, and gray value pastels. Always observing the light and dark sides to the objects.</p>	<p><u>Teacher observation, assessment checklist. - 01</u> 4/1/2009</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> <p>4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.</p>

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finish projects, art show preparation, small art assignments depending on time left in semester. - With a couple of weeks left, students prepare for art exhibit at high school. If there is extra time the non-seniors will create a 3-D polyhedron using design and color pencil.

Essential Questions	Content	Skills	Assessments	Lessons		Standards
How do I create a polyhedron?	Polyhedron	<p>I will create a design using measurement marks on a triangular piece of paper.</p> <p>I will add color to the 8 copies of the triangles thinking about color schemes.</p>	<p>Teacher <u>observation, assessment checklist.</u> - 02 5/1/2009</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> <p>4.3 ~ Evaluate the quality and effectiveness of personal artwork using specific criteria.</p>