

Art III Unit: Abstract Project

Time Frame: 2-3 weeks

Teachers: Decker/Applebee

Unit Summary and Rationale: The students will be using some basic drawing tools to help them create their own abstract design. Upon completion of the design, they will be using a medium of choice to fill in their abstract design.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

What tools and supplies can be used to help in the construction of an abstract art project?

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Students will be able to explore different abstract artists and understand some of the basic concepts behind abstract art.
- Students will be able to use basic drawing tools to help in the creation of their abstract art.
- Students will be able to explore different mediums that will assist in the creation of their abstract art piece.

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Unit Connection College and Career Ready Descriptions: Select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.

- Students will demonstrate independence.
- Students will value evidence.
- Students will build strong content knowledge.
- Students will respond to the varying demands of audience, task, and discipline.
- Students will critique as well as comprehend.
- Students will use technology and digital media strategically and capably.
- Students will develop an understanding of other perspectives and cultures.

Unit Standards:

25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.

25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.

25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes

25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.

26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts

26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.

26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.

Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Frank Stella abstract artwork worksheet• Abstract Sketchbook Assignment #1• Abstract Sketchbook Assignment #2	<ul style="list-style-type: none">• Abstract Design Project

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

<ol style="list-style-type: none">1. Students read a Scholastic Art Magazine entitled Frank Stella Abstraction2. Students will fill out a worksheet that is related to Frank Stella and his abstract art.3. Students will use the internet to explore other famous abstract artists and their artwork.4. Students will be introduced to simple drawing tools they can use for their project.5. Students will begin to draw out their abstract design using only a pencil and the drawing tools made available to them.6. Students will begin to fill in their drawings with their medium/s of choice (paint, oil pastel, chalk, graphite, ink, watercolor, color pencil, markers).

Video:

Text:

Scholastic Art Magazine
Art Fundamentals

Internet Sources

www.demilked.com

Vocabulary/Artists:

Abstract art, nonfigurative art, nonobjective art, nonrepresentational

Alexander Calder, Frank Stella, Paul Klee, Joan Miro, Piet Mondrian, Georgia, O'Keeffe, Jackson Pollock, Mark Rothko,

Art III Unit: Art History Web Quest

Time Frame: 2 Days

Teachers: Decker/Applebee

Unit Summary and Rationale: The students will use the internet to complete an assignment that will teach them about different types of art throughout art history. Therefore, they will also be learning about different artists and styles of art from many websites.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

How has art changed in the last 500 years?

Why have these changes occurred?

Who are some major artists from different types of art movements?

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Learn some useful websites that assist in the research of art history
- Name some of the major artists throughout art history
- Understand some of the major art movements throughout history and how they developed

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- Students will use technology and digital media strategically and capably.
- Students will develop an understanding of other perspectives and cultures.

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25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes

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Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"><li data-bbox="254 1133 892 1166">• Artist reproduction sketchbook assignment	<ul style="list-style-type: none"><li data-bbox="1115 1133 1409 1166">• Art History Packet

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

7. Students will be given instructions that explain the packet and how it needs to be filled out
8. Students will begin using blackboard and the internet to fill out the packet.
9. Students will spend 2 days filling out the packet and hand it in when they finish

Video:

Text:

Internet Sources

http://arthistory.about.com/od/famous_paintings/a/sischap_ceiling.htm

<http://www.claudemonetgallery.org/>

<http://www.georgesbraque.org/georges-braque-quotes.jsp>

<http://www.ibiblio.org/wm/paint/auth/hokusai/>

<http://www.pbs.org/wgbh/nova/easter/>

<http://www.bluffton.edu/~sullivanm/italy/florence/ghibertiparadise/ghibertiparadise.html>

<http://www.artsology.com/games.php>

Vocabulary/Artists:

Sistine Chapel, impressionism, cubism, printmaking, sculpture, gates of paradise, Fauvism, woodcut, Easter Island heads, Gates of Paradise, Florence Baptistri

Michaelangelo, Claude Monet, Georges Braque, Renoir, Sisley, Bazille, Henri Matisse, Pablo, Picasso, Katsushika Hokusai, Lorenzo Ghiberti

Art III Unit: Art Masterpieces

Time Frame: 3-4 weeks

Teachers: Decker/Applebee

Unit Summary and Rationale: The students will pick a famous artist (from a list of famous artists) and write a report on them. Also, the students will re-create a painting from their chosen artists.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

What artist has had an influence on your artwork and why?

How would you go about re-creating a famous painting done by a famous artist?

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Have a basic understanding of the life lived by one of their favorite artists.
- Understand what art genre/movement their artist fits into and why.
- Name some works of art by one of their favorite artists.
- Re-create a famous painting by a favorite artist.

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Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Famous Artist Sketch• Draft #1 of Artist Paper	<ul style="list-style-type: none">• Final Draft of Famous Artist• Replication of famous artwork done by a famous artist

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

<ol style="list-style-type: none">10. The students will choose from a list of 100 famous artists which artist they want to write a report on.11. The students will research the artist on their computers.12. The students will write a report on that famous artist13. The students will re-create a famous painting originally done by their favorite artist14. The students will show their artwork and give a 2 minute presentation on their artist in front of class.

Video:**Text:**

Discovering Art History

Internet Sources

<http://www.theartwolf.com/articles/most-important-painters.htm>

<http://www.famouspainter.com/>

<http://www.allfamousartists.com/>

Vocabulary/Artists:

- Vincent van Gogh
- Salvador Dali
- Pablo Picasso
- Claude Monet
- M.C. Escher
- Ansel Adams

- Gustav Klimt
- Wassily Kandinsky
- Jack Vettriano

- Alfred Alexander Gockel
- Leonardo da Vinci
- Henri Silberman
- Don Li-Leger
- Georgia O'Keeffe
- Leonetto Cappiello
- James Blakeway

- Will Rafuse
- Alphonse Mucha
- Mark Rothko
- Diego Rivera
- Erickson Kerne

Art III Unit: Ceramic Aquamaniles

Time Frame: 3-4 weeks

Teachers: Decker/Applebee

Unit Summary and Rationale: The students will use clay to create a functional aquamaniles in the form of an animal or creature.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

How can clay be formed to create a functional piece of pottery which uses ceramic building methods that have been around for centuries?

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Learn about the purpose of clay and ceramics in ancient societies
- Learn about the history of an aquamanile
- Plan and create a three-dimensional ceramic sculpture that functions like an aquamanile and looks like an animal or creature

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Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Pre-Columbian Ceramists Worksheet• 3 different sketchbook studies of aquamaniles• Glazing Worksheet	<ul style="list-style-type: none">• Ceramic Aquamanile Project• Glazing of ceramic aquamanile

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

<ol style="list-style-type: none">15. Students will read the scholastic art magazine entitled pre-columbian ceramists16. Students will fill out a worksheet that goes along with their reading about pre-columbian ceramists17. Students will follow along with a teacher led discussion about ceramic aquamaniles18. Students will create 3 studies/sketches of possible ceramic aquamaniles that they are thinking of creating for their project19. Students will follow along with their teacher as the creation of an aquamanile is demonstrated20. Students will begin to create their ceramic aquamaniles

Video:

Text:

Scholastic Art Magazine
Discovering art history

Internet Sources

www.demilked.com

<http://larsdatter.com/aquamaniles.htm>

Vocabulary:

Aquamanile, coil-method, slab-method, pinch-method, throwing, potters needle, rib, bisque fire, bone dry, kiln, glaze, foot, greenware, leather hard, rib, slip, throwing, wedging

Art III Unit: Cubism Project

Time Frame: 3-4 weeks

Teachers: Decker/Applebee

Unit Summary and Rationale: The students will using the art history movement known as Cubism for the inspiration to the next project.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

How can the ideas of Pablo Picasso and Georges Braque be used to create a piece of Cubism art?

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Students will be able to learn about the history behind the Cubism movement in art history and how it came to be
- Students will be able to name and identify the artwork of several Cubist artists
- Students will be able to create their own Cubist style by analyzing how other artists created it in the past

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Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Creative Cubism Collage Exercise• Pablo Picasso Scholastic Art Worksheet• Cubist Sketchbook Assignment #1• Cubist Sketchbook Assignment #2	<ul style="list-style-type: none">• Cubist Style Painting Project

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

21. Students will begin a teacher led exercise where they cutout facial features from magazines and create their own Cubist style collage.
22. Students will read Scholastic Art Magazine about Artist Pablo Picasso
23. Students will answer a worksheet that deals with the scholastic art magazine that they read.
24. Students will look up examples of cubist artists such as Georges Braque and Pablo Picasso to get ideas
25. Students will pick a subject matter that they want to paint in a cubist style
26. Students will begin their cubist painting by drawing out their subject matter
27. Students will paint in their drawn out cubist style project.

Video:

Text:

Scholastic Art Magazine
The visual experience
Discovering art history

Internet Sources

www.demilked.com
[http://www.artfactory.com/art appreciation/art movements/cubism.htm](http://www.artfactory.com/art_appreciation/art_movements/cubism.htm)

Vocabulary/Artists:

Collage, abstract, analytical cubism, synthetic cubism

Pablo Picasso, Georges Braque, Paul Cezanne, Juan Gris, Umberto Boccioni,

Art III Unit: Graphic Design

Time Frame: 3-4 weeks

Teachers: Decker/Applebee

Unit Summary and Rationale: The students will use the computer programs Adobe Illustrator and Adobe Photoshop to create a collage and a movie poster.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

How can a computer be used in the design and creation of different types of art?

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Learn how to use the program Adobe Illustrator
- Learn how to use the program Adobe Photoshop
- Create a collage using images from the internet in conjunction with the program Adobe Photoshop
- Create a movie poster using images taken by the students in conjunction with the program Adobe Illustrator

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Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Romare Bearden Worksheet• Adobe Photoshop Tools Worksheet• Adobe Illustrator Tools and Filter Worksheet• Movie Poster thumbnail sketches	<ul style="list-style-type: none">• Adobe Photoshop Collage• Adobe Illustrator/Photoshop Movie Poster Design

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

28. Students will begin by reading about collage artist Romare Bearden in a scholastic art magazine
29. Students will fill out a worksheet that deals with their reading about artist Romare Bearden
30. Students will follow along with the teacher as they learn about Adobe Photoshop
31. Students will create a collage in adobe photoshop
32. Students will follow along with the teacher as they learn about Adobe Illustrator
33. Students will take pictures for their Adobe Illustrator Movie Poster Project
34. Students will work in adobe photoshop and Adobe Illustrator to create their movie poster projects

Video:

Text:

Scholastic Art Magazine
Discovering art history

Internet Sources

www.demilked.com
<http://psd.tutsplus.com/articles/web/20-insane-comic-book-style-photoshop-effects/>
<http://www.hongkiat.com/blog/41-nicest-photoshop-photo-effects-photoshop-tutorials/>

Vocabulary:

Adobe Photoshop, Adobe Illustrator, .psd, .jpeg, .gif, direct selection tool, magic wand tool, lasso tool, free transform tool, gradient, Pen tool, Type tool, Crop tool, Rectangular marquee tool, healing brush, clone stamp tool, eyedropper tool, dodge tool

Art III Unit: Mixed Media Portraits

Time Frame: 3-4 weeks

Teachers: Decker/Applebee

Unit Summary and Rationale: The students will learn about artist Chuck Close and his work with portraits. Then, students will create three different self-portraits using 3 different types of mediums.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

What are the best mediums to use when working in a realistic manner?

What are the strengths and weaknesses of each medium when working in a realistic manner?

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Understand the difference between wet mediums (watercolor paint, acrylic paint, markers) and dry mediums (chalk, oil pastels, graphite, color pencil)
- Identify different blending tools associated with each medium
- Identify artwork by the artist Chuck Close
- Explain a brief history about the artist Chuck Close

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Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Chuck Close Scholastic Art Worksheet• Portrait Sketchbook Assignment #1• Portrait Sketchbook Assignment #2	<ul style="list-style-type: none">• Mixed Media Portrait Project

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

<ol style="list-style-type: none">35. Students will read a scholastic Art Magazine that shows images of Artist Chuck Close's artwork.36. Students will answer a worksheet about Chuck Close's artwork.37. Students will watch a video about artist Chuck Close entitled "The Life and Work of the Man Who Reinvented Portraiture.38. Students will begin sketchbook assignments to practice using Chuck Close's techniques39. Students will use different mediums in their sketchbook assignments to begin practicing for their project.40. Students will take a picture of themselves that they want to use for the project.41. Students will begin working on their mixed medium portrait project

Video:

The Life and Work of the Man Who Reinvented Portraiture

Text:

Scholastic Art Magazine

Internet Sources

http://whitecube.com/artists/chuck_close/

<http://www.biography.com/people/chuck-close-9251491>

Vocabulary/Artists:

Medium, blending stump, chalk, Oil Pastels, Color Pencils, Acrylic Paint, Watercolor Paint, Markers

Chuck Close

Art III Unit: Weave Drawing

Time Frame: 3-4 weeks

Teachers: Decker/Applebee

Unit Summary and Rationale: The students will use the grid method for their drawing which blends two pictures together to make one final blended picture. They will also be using two different mediums (of choice) in their project which will make it a mixed media project.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

How can two different pictures/images be blended together to create an interesting work of art?

What mediums work well together and which ones do not?

Key Learning Targets: These are what students will be able to do as a result of instruction and learning activities.

- Learn how to apply simple math and ruler skills to a picture in order to grid it.
- Use simple math and ruler skills to grid a proportionally enlarged illustration board.
- Decide which mediums work well together and which mediums do not work well together.

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Assessments:

Formative Assessments	Summative Assessments
<ul style="list-style-type: none">• Modern Native American Artists Worksheet• Shading packet• Mixed Media sketchbook assignment	<ul style="list-style-type: none">• Final weave drawing project

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

<ol style="list-style-type: none">42. Students will read the scholastic art magazine entitled Modern Native American Artists43. Students will answer a worksheet that goes along with their scholastic art magazine44. Students will work on a shading workbook to help them on their final weave drawing project45. Students will look up mixed media artists and the different type of artwork.46. Students will see a demonstration by the teacher of how to create a weave drawing47. Students will look up 2 pictures and decide upon two different mediums that they want to use for their project48. Students will work on their mixed media weave drawing project

Video:

Text:

Scholastic Art Magazine
The Visual Experience

Internet Sources

www.demilked.com

<http://sommartists.com/>

Vocabulary/Artists:

Medium, mixed media, multimedia

Kate Borcharding, *Rhea Carmi*, Joseph Cornell, Jim Dine, Max Ernst, Red Grooms, Robert H. Hudson, Jasper Johns