



LEE ACADEMY

Lee, Maine USA

Official Curriculum

Art 1

Written Summer 2008

Course description:

Students enrolled in this course will explore the fundamentals of art making. This course provides students with opportunities to develop the skills and abilities needed to express their ideas, thoughts, and feelings in visual form. The lessons are focussed on utilizing the elements of design which are; line, shape, form, color, texture, value, repetition, emphasis, contrast, and space. Students will learn skills and techniques related to the application of basic art mediums such as; pencil, oil pastel, collage, watercolor, tempera, acrylic paint, and paper mache. Weekly journal assignments focus on observational drawing and provide opportunities for development of the drawing skills demonstrated in class. Students will also become aware of a variety of art styles, art periods, and artists throughout history.

Primary text(s) and other major resources:

The Visual Experience, Hobbs & Salome
Themes and Foundations of Art, Kalz, Lankford, & Plank

Note: The following MLRs are skills that will be assessed in each unit of art:

E5 Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.

- getting along with others
- respecting differences
- working as a team
- managing conflict
- accepting responsibility for personal behavior
- follow established rules/etiquette for observing/listening to art
- demonstrate safe behavior

~Unit length & revised MLRs-- Standard(s) and indicator(s)	Objectives	Essential Questions	Assessment
<p>Unit 1</p> <p>Journal <i>(an observational drawing portfolio)-- on-going weekly assignment throughout the duration of the course.</i></p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p> <p>B3 Students create a meaningful body of original art work</p> <p>a. Student's portfolio demonstrates well-developed skills in the use of</p>	<p>Student will:</p> <ul style="list-style-type: none"> • construct a journal, using tag board, drawing paper, and teacher's handout's, that will be used for weekly entries. • create covers, using the students choice of mediums, that communicate his/her personality. • create observational drawings in response to given prompts. • apply and develop skills using the elements and principles of design (e.g. line, texture, value, balance, emphasis, shape, form, space). 	<ul style="list-style-type: none"> • Why is it important to balance the subject and the background? • How do observational drawings help train the artistic eye? • Why is it important for artworks to be creative and original reflections of the artist's own ideas, thoughts, and feelings? 	<ul style="list-style-type: none"> • *** Weekly journals (one drawing due each week, rubric scored)

<p>MEDIA, TOOLS, TECHNIQUES, and PROCESSES.</p> <p>b. Student's portfolio demonstrates understanding of knowledge of visual art CONCEPTS.</p> <p>c. Student's portfolio communicates a variety of ideas, feelings, and meanings.</p>			
<p>U2 No. 2 Pencil Creature Drawing 5-6 classes</p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p>	<p>Student will:</p> <ul style="list-style-type: none"> observe and draw a given object (a #2 pencil) using basic drawing and shading techniques. create a large contour drawing of a fantasy creature on drawing paper. develop patterns of no. 2 pencils to fill the interior space of the creature drawing and to enhance the creature's form. participate in a hands-on demonstration of pencil shading techniques. apply color to the creature using colored pencils using the color scheme of the no. 2 pencils which is; yellow, black, silver, and red. develop a background using a natural color scheme that complements the creature designed. 	<ul style="list-style-type: none"> What are different ways pencils can be used to shade to create form in a drawing? How can patterns be used to add visual interest to a drawing? How do color schemes help communicate visual ideas? 	<ul style="list-style-type: none"> "No.2 Pencil Project" is a fantasy drawing that combines imagination with observation. Rubric scored.
<p>U3 Marc Chagall Inspired Drawing 15+/- classes</p> <p>A1 Students investigate and explain how art and artists reflect and shape their time and culture</p>	<p>Student will:</p> <ul style="list-style-type: none"> Create a collection of 20 observational drawings of a variety of geometric and organic shaped objects. draw a variety of objects in a 	<ul style="list-style-type: none"> What are different ways to shade to create form? What is surrealism and how does Chagall's work exhibit these characteristics? How can shades and tints of colors be created with oil pastels? What is a complimentary color 	<ul style="list-style-type: none"> *** Marc Chagall project— observational drawing, distorted scale, juxtaposition, and complimentary color schemes are used to create a surrealist picture. (Rubric) Marc Chagall art history questions "20 Object" assessment (rubric)

<p>A2 Students evaluate all the features of COMPOSITION.</p> <p>a. ELEMENTS OF ART: texture, color, line, shape, form, value, and space</p> <p>b. PRINCIPLES OF DESIGN: balance, pattern, emphasis, rhythm, unity, movement, and proportion</p> <p>A3 Students compare the effects of MEDIA and their associated TOOLS, TECHNIQUES, and PROCESSES on the formal and expressive qualities in ART FORMS and GENRES.</p> <p>B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p> <p>E1 Students analyze the characteristics and purposes of products of the visual/performing arts from different cultures and/or throughout history.</p>	<p>3-dimensional manner to fit the size of the page, shaded to show form, and with close attention to detail.</p> <ul style="list-style-type: none"> • participate in a hands on demonstration of oil pastel techniques. • employ a variety of shading techniques that will be demonstrated in class such as; hatching, crosshatching, stippling, smooth shading, etc. • use the object drawing to create a collage as a base for a surrealistic drawing. • investigate the life and works of Marc Chagall and become aware of the surrealistic qualities apparent in his art that can be utilized to develop surrealistic qualities in one's own artwork. • discuss and employ techniques that surrealists use to create fantasies in their drawing such as; scale, proportions, rhythm, pattern, distortions, and unnatural color. • develop a drawing by tracing and adding fantastical details to the previously developed 20 object collage. • Use a oil pastel and complimentary color scheme to apply color to establish a surrealistic mood in the art. 	<p>scheme?</p> <ul style="list-style-type: none"> • How is a complimentary color scheme related to surrealism?? 	<ul style="list-style-type: none"> • Oil pastel practice • Discussion and quiz—video on color theory
<p>U4 Van Gogh Landscape Painting 12-15 classes</p>	<p>Student will:</p> <ul style="list-style-type: none"> • grid and scale a photograph of a landscape. 	<ul style="list-style-type: none"> • How did Van Gogh's art broaden the idea of "what art can be?" • What are the characteristics of the 	<ul style="list-style-type: none"> • Van Gogh landscape painting—a project creating a landscape in the style of Van Gogh (rubric)

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<p>U5</p> <p>Monochromatic Self Portraits 5-8 classes</p> <p>B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to</p>	<p>Student will:</p> <ul style="list-style-type: none"> • participate in a hands on demonstration of facial proportion and portrait techniques. • grid and draw a picture of 	<ul style="list-style-type: none"> • What is a monochromatic color scheme? • What are the expressive qualities (e.g. what emotions are evoked by or related to) of the 3 primary and 3 secondary colors? • What challenges are there in "capturing the essence of the human 	<ul style="list-style-type: none"> • Monochromatic self-portrait (rubric)

<p>create a variety of original art works. B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p>	<p>him/herself, from a photo.</p> <ul style="list-style-type: none"> • study the proportions and practice face drawing tips. • Choose media (e.g. paint, oil pastel, charcoal, etc.) to utilize a monochromatic color scheme. 	<p>face?"</p> <ul style="list-style-type: none"> • How does one scale up or scale down a photo using a grid process? 	
<p>U6 Motif Painting 5-8 classes</p> <p>B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p>	<p>Student will:</p> <ul style="list-style-type: none"> • participate in a hands on demonstration of color mixing. • create a color wheel by mixing the 3 primary colors to develop the secondary and tertiary colors. • Draw and cut a small, medium, ad large stencil of a simple motif shape. • Outline a design by overlapping the different sized stencils. • apply tempera to the painting by mixing colors and following teacher instructions to develop motif design. 	<ul style="list-style-type: none"> • What is a color wheel and how is it a useful tool for an artist? • How does one change the intensity of a color? • How are shades and tints of a color made with tempera paint? • What are the main color relationships? (e.g. complimentary, primary, secondary, tertiary, warm, cool, analogous.) 	<ul style="list-style-type: none"> • Motif painting project—color wheel mixing exercise and finished project (rubric)
<p>U7</p> <p>Watercolor painting 5-8 classes</p> <p>A1 Students investigate and explain how art and artists reflect and shape their time and culture</p> <p>B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN</p>	<p>Student will:</p> <ul style="list-style-type: none"> • participate in a hands on demonstration of watercolor techniques. • Discuss the merits of O'Keefe's work, her methods, materials, and influences. • develop an abstract design inspired by a flower. • Demonstrate the ability to use some of the discussed watercolor techniques to crate an O'Keefe style painting. 	<ul style="list-style-type: none"> • What are the favorite subjects of O'Keefe? What does it mean to have "favorite subjects" and what might this tell us about an artist? • How did O'Keefe's work contribute to the changing face of the art world? • How do artistic trends begin and end? • How can an artist "abstract" a subject? • How does one make watercolor more transparent? • How does one make watercolor more opaque? • What are the characteristics of a watercolor brush? 	<ul style="list-style-type: none"> • ***O'Keefe watercolor flower • Quiz over movie • In-class assessment of watercolor techniques • Finished project (rubric)

<p>to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p>			
<p>U8</p> <p>1 Point Perspective Drawing 5-8 classes</p> <p>B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Participate in a hands on demonstration of perspective techniques. • draw the interior of the art classroom by applying one-point perspective. • Develop finished pencil drawing by adding details and shading. • Study the artworks before and after the renaissance to discover when the laws of perspective where first developed and used in art to create depth. 	<ul style="list-style-type: none"> • How can a vanishing point be used to create depth in a picture plane? • When did artists first discover the laws of perspective? • What are the 3 types of lines used in a 1 point perspective drawing? 	<ul style="list-style-type: none"> • One-point perspective drawing • Finished project assessment (rubric)
<p>U 9</p> <p>Tessellation 5-8 classes</p> <p>B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p>	<p>students will:</p> <ul style="list-style-type: none"> ● discuss the merits of M.C. Escher's artwork. ● draw a grid, create a tessellation style, and use it to create a repetitive pattern. ● color image with own choice of mediums using 2 colors to enhance the positive/ negative space in the design. 	<ul style="list-style-type: none"> • What is a figure/ ground reversal? • How can geometry be used in art? • How can color choice effect overall design? 	<ul style="list-style-type: none"> • Tessellation • Rubric scored
<p>U 10</p> <p>Paper Mache Masks</p>	<ul style="list-style-type: none"> ● discover the purpose of masks through out history ● create their own "false face" based on what they 	<ul style="list-style-type: none"> ● how can paper mache be used to create forms? ● what is false face and how does it relate to another culture and/or 	<ul style="list-style-type: none"> ● Paper Mache mask ● Rubric scored

3-5 classes

A1 Students investigate and explain how art and artists reflect and shape their time and culture

B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.

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want to project to the world.

- learn how to use paper mache to create 3-d forms.
- decorate and embellish the masks with mixed media to convey the masks intended purpose.

time in history?

- what qualities determinet the success of a paper mache mask?