



# LEE ACADEMY

Lee, Maine USA

*Official Curriculum*

## **Art 2**

Written Summer 2008

### Course description:

Students enrolled in this course have either successfully completed or demonstrated competencies for the knowledge and skills of Art 1. This course provides students with opportunities to continue the development of their art-making skills in order to express their own ideas, thoughts, and feelings. The study of the elements and principles of design, vocabulary, art criticism, and art history continues in a student-directed environment. There is an increased focus on the principles of design which are; movement, rhythm, unity, variety, emphasis, proportion, and balance. Students will learn skills and techniques related to the application of art mediums such as; pencil, collage, charcoal, chalk pastel, oil pastel, ink, printmaking, watercolor, watercolor pencil, tempera, acrylic paint, and aqua oil paints. Weekly journal assignments encourage exploration with new techniques and materials to visually interpret prompts. Student research of art styles, art periods, and artists provides and understanding of past and present art forms. The flexible design of the class structure allows students to pursue and develop individual interests and art-making styles.

### Primary text(s) and other major resources

*The Visual Experience*, Jack Hobbs & Richard Salome  
*Themes and Foundations of Art*, Kaltz, 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><b>The MLRs, objectives and questions in all cells of this row relate to all Units of this course.</b></p> <p><b>B1</b> Students choose</p>	<p>After choosing:</p> <ol style="list-style-type: none"> <li>1. a subject matter (e.g. portrait, animal, landscape, etc.)</li> <li>2. an artistic style (e.g. realistic, abstract, surreal, etc.)</li> <li>3. a medium (e.g. paint, charcoal, pastel, mixed media, etc.)</li> </ol>	<ul style="list-style-type: none"> <li>• How were the elements and principles of design used to express your ideas?</li> <li>• How does the choice of materials and format best reflect your overall intent for the work?</li> <li>• What is the overall mood you want your finished work to reflect?</li> <li>• Is your art communicating your</li> </ul>	<p>**Student choice of type of project, but each semester, student must complete 2 projects. (Finished Project assessment rubric)</p>

<p>suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p><b>B2</b> 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><b>C2</b> Students apply creative problem solving and creative-thinking skills to improve or vary one's own work and/or the work of others.</p>	<p>the student will:</p> <ul style="list-style-type: none"> <li>• create an original work of art, using the above choices, to express his/her own ideas, and feelings.</li> </ul>	<p>intention? How do you know?</p>	
<p><b>U1</b> ~Journal (on-going weekly drawing portfolio)</p> <p><b>B2</b> 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"> <li>• Construct a journal using tag board, drawing paper, and teacher's guidelines that will become a collection of expressive drawings.</li> <li>• Create Journal covers that communicate the students personality visually, using their choice of mediums.</li> <li>• Complete expressive drawings weekly that are inspired by, and communicate responses to, the teacher given prompts in the journal.</li> <li>• Demonstrate the knowledge and use of the elements &amp; principles of design</li> </ul>	<ul style="list-style-type: none"> <li>• How were the elements and principles of design used to express your ideas?</li> <li>• How does the choice of materials and format best reflect your overall intent for the work?</li> <li>• What is the overall mood you want your finished work to reflect?</li> <li>• Does your finished piece communicate your artistic intention?</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly journals (one drawing due each week—rubric)</li> </ul>

<p><b>B3</b> Students create a meaningful body of original art work</p> <p>a---Student's portfolio demonstrates well-developed skills in the use of 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>to convey ideas in the weekly journal entries.</p>		
<p><b>U2</b> <b>Roman Mosaic</b> <b>5+/- classes</b></p> <p><b>B1</b> Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p><b>B2</b> Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of</p>	<p>Student will:</p> <ul style="list-style-type: none"> <li>• Discuss the merits, subjects, methods, and materials of Roman mosaics, throughout history.</li> <li>• Create own mosaic design out of cut paper and glue, or found objects and glue.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the characteristics of successful mosaics?</li> <li>• What are your preferences of color, pattern, subject, etc.?</li> <li>• which culture is most often associated with the mosaic art form?</li> </ul>	<ul style="list-style-type: none"> <li>• ***Finished Roman Mosaic (rubric)</li> </ul>

<p>personal style in a variety of media and visual art forms.</p>			
<p><b>U3</b></p> <p><b>Product Design</b> 5 +/- classes</p> <p><b>A3</b> 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><b>B1</b> Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p><b>B2</b> 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"> <li>• Develop an original idea and design for a cereal box (2-dimensional) marketed to a particular audience.</li> <li>• Explore the ways that product packaging influences and persuades consumers.</li> <li>• Create an actual cereal box design (3-dimensional)</li> </ul>	<ul style="list-style-type: none"> <li>• How do advertisers and designers target specific audiences?</li> <li>• What visual elements can be used to influence and persuade consumers?</li> <li>• what are the attributes of a product that has "Good Design"?</li> </ul>	<ul style="list-style-type: none"> <li>• Written explanation of design approach and design drawing (rubric)</li> <li>• Cereal Box Advertising project (rubric)</li> </ul>
<p><b>U4</b></p>	<p>Student will:</p>	<ul style="list-style-type: none"> <li>• Which subjects would fit well with a pointillist</li> </ul>	<ul style="list-style-type: none"> <li>• ***Q-Tip Painting project(rubric)</li> </ul>

<p><b>B1</b> Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p><b>B2</b> 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>	<ul style="list-style-type: none"> <li>• Use watercolor and Q-tips to create a pointalist—style picture.</li> <li>• Observe and discuss examples of pointalist paintings, such as George Saurat</li> </ul>	<p>style picture?</p> <ul style="list-style-type: none"> <li>• How did Seraut determine the colors he chose in his paintings?</li> <li>• what other unusual material could be used to apply paint and create textures and patterns?</li> <li>• Why might an artist use unconventional tools and effects?</li> </ul>	
<p><b>U7</b></p> <p><b>2 Point Perspective Drawing</b> 5 +/- classes</p> <p><b>B1</b> Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p><b>B2</b> Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate</p>	<p>Student will:</p> <ul style="list-style-type: none"> <li>● use 2 vanishing pointS?? and the rules of perspective to create a landscape with a sense of depth on a picture plane.</li> <li>● participate in a hands on demonstration of drawing objects with 2 vanishing points.</li> <li>● color perspective pictures using mixed media and combining aerial perspective principles.</li> <li>● view landscape by various artists and discuss how they used 2 point and aerial perspective to create space.</li> </ul>	<ul style="list-style-type: none"> <li>● how does the use of vanishing point create depth in a drawing?</li> <li>● what are the 2 types of lines used in a perspective drawing?</li> <li>● do vanishing point lie on, above, or below the eye level line?</li> <li>● what is a horizon line?</li> <li>● what is “mixed media”?</li> </ul>	<ul style="list-style-type: none"> <li>● 2 point perspective drawing</li> <li>● rubric graded</li> </ul>

<p>development of personal style in a variety of media and visual art forms.</p>			
<p><b>U8</b></p> <p><b>Social Statement Art 5 +/- classes</b></p> <p><b>A1</b> Students investigate and explain how art and artists reflect and shape their time and culture</p> <p><b>B1</b> Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p><b>B2</b> Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● read and answer question in a scholastic art magazine about Latino art</li> <li>● choose a social issue in their contemporary life that they would like to make a statement about.</li> <li>● paint, photograph, write, and assemble a collage of mixed media conveying their message.</li> </ul>	<ul style="list-style-type: none"> <li>● How did the Latino artists use their art to communicate to the community?</li> <li>● what does "contemporary" refer to?</li> <li>● what are the characteristics of successful collage projects?</li> <li>● How is art expressed in your cultural region, today?</li> <li>● Who are artists from your area of your country?</li> <li>● In what forms do they create art?</li> <li>● How does their art communicate in their own communities?</li> </ul>	<ul style="list-style-type: none"> <li>● Social Statement Art</li> <li>● rubric scored</li> </ul>

demonstrate  
development of  
personal style in a  
variety of media and  
visual art forms.

U9

U10

<b>U11</b>			
<b>U12</b>			

<b>U13</b>			
<b>U14</b>			
<b>U15</b>			

<b>U16</b>			