

Verona Public School District Curriculum Overview

Art 7



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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

This course is focused on giving students more opportunities which build on prior experiences in working with the elements and principles of art & design. Students will refine visual observation, and art making skills as they explore concepts from cultural and historical perspectives. They will continue to gain experience with a wide variety of media such as pencil, colored pencil, ink, pastel, watercolor, tempera paint, and clay as they produce a variety of studio projects. It will provide students the the framework explore in depth more sophisticated concepts related to the elements and principles of art & design, especially working with the expression and management of 3 dimensional space in 2D , 3D, and digital mediums including the relationship to human perception of color and texture.

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> x A. Technology Operations and Concepts x B. Creativity and Innovation x C. Communication and Collaboration x D. Digital Citizenship x E. Research and Information Fluency x F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> x A. The Nature of Technology: Creativity and Innovation x B. Technology and Society x C. Design x D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> x CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. x CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> x CRP5. Consider the environmental, social, and economic impact of decisions. x CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<p>X A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing x E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting</p>	<p>A. Career Awareness (K-4) x B. Career Exploration (5-8) C. Career Preparation (9-12)</p>	<p>A. Agriculture, Food & Natural Res. B. Architecture & Construction x C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.</p>

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<ul style="list-style-type: none"> ● Chromebooks ● Google Classroom Assignments (online research, videos on topics and concept) ● Art Prints for review and discussion ● Media center Art Content Books and Publications (such as Scholastic ART) 	<ul style="list-style-type: none"> ● Studio materials such as: pens, pencils, paints, crayons, clay , glazes, paper, and corresponding equipment (brushes, ceramic tools, etc.) needed to create, develop and produce artworks.



Art 7

Unit Title / Topic: 1 Point Linear Perspective

Unit Duration: 2 weeks +/-

Stage 1: Desired Results

Established Goals:

1.1. The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) are universal. 1.1.5.D.2 Compare and contrast works of art in various [mediums](#) that use the same art elements and principles of design.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Art and culture reflect and affect each other. 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Presenting works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) can be applied in an infinite number of ways to express personal responses to creative problems. 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Transfer Goal:

Students will be able to independently use their learning to...

1. Explore and experience how human visual perception can be manipulated by illusion.
2. Create an illusion of choice by depicting 3-D space on 2-D surface using the technique of 1 point linear perspective.
3. Recognize some of the ways in which illusion is used to depict reality and explore how this can influence how human's responses to visual information, both in thought and action.
4. Explore and evaluate how the knowledge and use of key Elements and Principles of Visual art can help enhance the quality of illusions of 3-D space on flat surfaces and help interpret the constantly shifting relationship between human perception and reality.

<p>Students will understand that:</p> <ul style="list-style-type: none"> ● Visual images often employ illusion to convey meaning. ● Knowledge and understanding of various illusion techniques will allow them to better navigate the Visual Culture of their 3-D and 4-G community. ● Their physical community is often manipulated by the designers and producers of physical changes to environments. ● Their 4-G community is often manipulated by producers and designers of visual media such as advertising, news casting, and exchange of information technologies. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do we know a 2-D image is representing 3-DSpace? ● How do Artists, Designers, Scientists, depict 3-D Space? ● How about other professions? ● What is similar what is different? ● What elements of art and design are utilized? ● What ways can technology influence the way we depict 3-D space. How has it changed in the last 300 years?
<p>Students will know:</p> <ul style="list-style-type: none"> ● Students will know: 1 pt. linear perspective drawing methods. ● Quality and execution of lines, shading, value choices, are factors in representing space w/w/o this technique. ● When drawing three dimensional objects using 1 pt. perspective the picture plane is parallel to one surface of the object represented. ● How to apply concepts on a digital platform. ● Some historical information about the discovery and mathematical foundations of Linear Perspective during the Renaissance. <p><i>Key Terms</i> <i>Elements: Line, Shape Form, Space, Value, Color and Texture.</i> <i>Principles: Balance, Contrast, Emphasis, Movement, Rhythm, Unity or Harmony, Repetition or Pattern, and Movement.</i></p> <p><i>Vanishing point, horizon line, guide lines, orthogonals,</i></p> <p><i>Media:.. Tempera paint mixing. Inkwork.</i></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Follow sequential steps of a specific method to draw 3-d object, e.g., a cube on flat surface, i.e., paper ● Create a piece of Artwork utilizing this technique to represent and create an illusion of 3-D space. ● Identify and find vanishing points and horizon line relative to a specific point of view in photos of 3-D object such as rooms and building, i.e., establish where the camera was and where it was pointing. ● Distinguish between 1 pt. and other methods of representing 3-D space, e.g. aerial perspective, overlapping, relative size and position on a flat surface. ● Demonstrate proper handling of materials and tools along with appropriate set-up and clean-up.

Stage 2: Acceptable Evidence

Transfer Task

Students will complete a 3 page exercise packet along with guided instruction. Completion of a draft for idea of final painting demonstrating use of one point linear perspective. Completion of a final tempera painting of work.

Other Evidence

Discussion and questions about cultural /historical material presented.

Questions for understanding.

Observation and performance feedback from 1 to 1 and group guided instruction on materials, methods, and safe handling, e.g. wedging, slab forming, glazing, burnishing, and mixing pigments.

- Student participation during work sessions, i.e., time on tasks.
- Written Artist Statement (Visual Scan) about final project.

Stage 3: Activities to Foster Learning

- Observe and discuss paintings and designs using one point linear perspective.
- Observe paintings of other forms of perspective.
- Observe Kahn Academy:
 - <https://www.khanacademy.org/humanities/renaissance-reformation/early-renaissance1/beginners-renaissance-florence/v/how-one-point-linear-perspective-works>.
 - <https://www.khanacademy.org/humanities/renaissance-reformation/early-renaissance1/beginners-renaissance-florence/a/linear-perspective-interactive>

- Complete Computer lab Exercises using checklist of lab. @ <http://www.artsconnected.org/toolkit/explore.cfm>

Note: the above listed activities can also be conducted in an online format through GAFE like Google classroom.

- Open up a classroom discussion based on what students observed and learned online.
- Summarize discussions and lead into an overview of how class will explore Linear Perspective, show some exemplars and refer to checklist.
- Using separate paper (8.5 x14 or 12 x 18) manila have students complete 3 page technique packet. Remind them to put name on all work.
- Teacher circulates in a coaching manner providing feedback and questioning for understanding.
- Review completed packet exercises with teacher.
- On a 12 x 18 inch draft complete a design using one point perspective to make flat shaped into 3-D forms (Hint: start with shapes, choose a vanishing point, then do guidelines to make distant edges of forms). Make notes for color scheme.
- Demo and review tempera pigment mixing techniques as well a brush choice philosophies also review good physical “painting form” ideas (positioning paper,etc).
- Get 12x 17 final paper after review of Draft with Mr. “S” for refinement and transfer to final...
- Complete final using tempera paint. After painting complete outline details as needed. Mat your work and review signature locale w/ Mr. S..
- Have students complete visual scan and evaluation. Write a paragraph on the back of your Scan explaining how you developed your ideas for your artwork. Discuss what you would do differently and why if you had another opportunity to work on a similar project. Describe how you could incorporate the concepts and skills you developed into other applications. Are there ways that you could apply your knowledge to other areas of interest e.g. Sports, Games, Music and more?

Name _____

Date _____

Note: **Use the back of this sheet of paper if you need more room.**

1. Look carefully at the Artwork you have made. Write down the thoughts, ideas and first impressions that you get from looking at the artwork.
2. Complete this Credit Line for the artwork:
 - a. Name of Artist _____
 - b. Title of Artwork _____
 - c. Year it was made _____
 - d. Materials/ medium used _____
 - e. Size of the artwork _____
 - f. Location of artwork _____
3. Make some detailed observations about how you, the artist used the 7 Elements and 7 Principles of art in your work...these are considered **formal properties**. Please be descriptive – think adjectives for:
 - a. Line,
 - b. Shape,
 - c. Form,
 - d. Space,
 - e. Color,
 - f. Value,
 - g. Texture
 - h. Balance
 - i. Contrast
 - j. Unity/ Harmony
 - k. Emphasis
 - l. Pattern/Repetition
 - m. Rhythm
 - n. Movement
4. Describe where the viewers eyes go when looking at your work; what did you do to direct this?

5. What are the visual dynamics you observe between the **positive** and **negative spaces** and/or **Shapes** in the Artwork? i.e. What interaction do you see between these elements?

6. Write a paragraph on the back of your Scan explaining how you developed your ideas for your artwork. Discuss what you would do differently and why if you had another opportunity to work on a similar project. Describe how you could incorporate the concepts and skills you developed into other applications. Are there ways that you could apply your knowledge to other areas of interest e.g. Sports, Games, Music and more?



Art 7

Unit Title / Topic: Ceramic Vessels

Unit Duration: 2 weeks +/-

Stage 1: Desired Results

Established Goals:

1.1. The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) are universal. 1.1.5.D.2 Compare and contrast works of art in various [mediums](#) that use the same art elements and principles of design.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. Art and culture reflect and affect each other. 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Presenting works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) can be applied in an infinite number of ways to express personal responses to creative problems. 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Transfer Goal:

Students will be able to independently use their learning to...

1. Create works of art (ceramic vessels) that reflect an understanding of the elements and principles of design.
2. Identify elements and principles of art and design in their work and the works of others.
3. Interpret and understand the ways in which effective use of the elements and principles of art communicates (visually) the artistic message. (origins and themes of ceramic artwork as a form human cultural expression)

Students will understand that:

- In working with ceramics, artists create visual unity and strong composition by applying their knowledge of the elements and principles of design.

Essential Questions:

- What are ceramic artworks and how do they relate to culture?
- What significance do ceramic hold for world civilizations?

<ul style="list-style-type: none"> ● Relief, texture and three dimensional form are basic qualities that distinguish ceramic art from other art forms. ● Ceramics is a process in which clay, a product of the earth, is formed by hand or on a wheel, and fired in a kiln to make it permanent. ● Throughout recorded history, man has always created works of art from clay. ● A utilitarian object that is beautifully designed gives us pleasure as we use it every day. It has form and function ● Ceramic artists need to understand the nature of the material they are working with, and which approach will work best with what they are designing. ● Moisture content in clay and its plasticity determine what it can do at different stages of the process. ● Access to art and to the aesthetic experience, has a positive influence on the quality of a person's lifelong learning, personal expression, and contributions to our community and to society. 	<ul style="list-style-type: none"> ● How have ceramics evolved over time? What is the difference between an art form and a craft? Is there a hierarchy? ● Which elements of art are emphasized in ceramics? ● How do ceramic artists decide which techniques and processes they need to use? ● What distinguishes ceramics from other art forms? ● What inspires a ceramic artist? ● How do artists decide what to create from clay? What inspires a ceramic artist? ● How can ceramic items improve the quality of a person's life? ● What does it mean to design an object that is both beautiful and utilitarian?
<p>Students will know:</p> <ul style="list-style-type: none"> ● How the elements and principles of art and design are used in the creation of ceramic artwork. ● Why so many cultures from around the world use ceramics as a form of artistic expression. ● How materials (clay) influence the use of elements or principles. ● How technology (tools, online resources) influences the application of the elements and principles. ● How to prepare clay (wedging) for a variety of shaping and molding techniques including pinching, coiling and slabbing. ● How to set up properly and clean up properly when working with clay. ● Safe handling guidelines for work with all materials utilized. <p><i>Key Terms</i> <i>Elements: Line, Shape Form, Space, Value, Color and Texture.</i> <i>Principles: Balance, Contrast, Emphasis, Movement, Rhythm, Unity or Harmony, Repetition or Pattern, and Movement.</i></p> <p><i>Media: Ceramics, earthenware, greenware, bisque and glaze firing, needle tool, leather hard, coils, slabs, pinch pots, glazes, underglazes, kiln, utilitarian or</i></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the use of elements and principles in evaluating and working with ceramic art forms. ● Use thumbnail drafting process to create a ceramic vessel that has a specific purpose and communicates an idea (theme). ● Make a technical drawing including color scheme. ● Use Elements and principles of choice to express (visually) a specific idea. (purpose and theme) ● Use specific media techniques to enhance the quality and execution of producing the visual message/idea. ● Manage specific elements and principles as limited by physical properties of the medium (e.g.clay hand building). ● Demonstrate proper handling of materials and tools along with appropriate set-up and clean-up.

functional, moisture content, shrinkage, grog, relief decoration, firing, temperatures, slip, scoring, wedging.

Stage 2: Acceptable Evidence

Transfer Task

Students will use a thumbnail drafting process (including a technical drawing with color scheme) to create a ceramic vessel expressing a purpose and theme of their choice.

Other Evidence

Discussion and questions about cultural /historical material presented.

Questions for understanding.

Observation and performance feedback from 1 to 1 and group guided instruction on materials, methods, and safe handling, e.g. glazing, and mixing pigments.

- Student participation during work sessions, i.e., time on tasks.
- Student ability to help fellow classmates with concepts and techniques.
- Written Artist Statement (Visual Scan) about final project.

Stage 3: Activities to Foster Learning

Using a variety of actual ceramic vessels as exemplars (unusual and engaging) arranged loosely based on construction method in a dramatic way (under skylight) :

- Initiate organized class discussion:
 - What observations can you share about what you see?
 - What do they have in common?
 - How do they vary?
 - What do you think of them?
 - What materials and methods were used to form the vessels?
 - What elements and principles of art and design can you identify?
 - How were they utilized (especially texture)?
- Allow students to handle examples as you explain the basis for your display arrangement, try to include backstory on a few examples.
- Move discussion into global historical context with a focus on archeology and expressions of cultural traditions.

Note: the above listed activities can also be conducted in an online format through GAFE like Google classroom.

- Summarize discussions and lead into overview how class will explore making ceramic vessels including location of all materials refer to checklist.
- Introduce and demonstrate the process of creating thumbnail sketches and technical drawing using 12 x 18 manila sheet of paper. Show exemplars.
- Have students draft 4 ideas each with a specific purpose and theme. Make sure their name is on all work.
- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.
- Have students choose their favorite design and complete a technical drawing including a color scheme.
- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.
- Have students review with teacher when completed.
- Conduct demonstration and review of all handbuilding methods (pinching, coiling, forming slabs, scoring, slipping) including proper set/up, clean/up, & safe handling.
- Have students gather materials and prepare (wedge) clay for construction method best suited for their design.
- Review clean up and storage of materials for next work session.
- Have students hand build their ceramic vessel.
- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.
- Review preparation for bisque firing... air drying stages, burnishing, and have students complete as needed and bisque fire their vessels.
- Circulate coaching and reviewing as students complete work.
- Demo and review glazing techniques and have students glaze their ceramic vessels as they become available after bisque firing.
- Have students glaze their vessels and glaze fire as they are completed..
- Have students complete visual scan of completed ceramic vessel as a reflective self-assessment.



Art 7

Unit Title / Topic: Self Portraits 4 ways

Unit Duration: 5-7 days

Stage 1: Desired Results

Established Goals:

1.1. The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) are universal. 1.1.5.D.2 Compare and contrast works of art in various [mediums](#) that use the same art elements and principles of design.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. Art and culture reflect and affect each other. 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Presenting works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) can be applied in an infinite number of ways to express personal responses to creative problems. 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Transfer Goal:

Students will be able to independently use their learning to...

1. Create works of art (self portraits) that reflect an understanding of the elements and principles of design.
2. Identify elements and principles of art and design in their work and the works of others.
3. Interpret and understand the ways in which effective use of the elements and principles of art communicates (visually) the artistic message (origins and themes of self portraits as a form of human cultural expression).

Students will understand that:

- Drawing, painting and are forms of visual communication.
- Throughout recorded history, man has always communicated ideas through artworks.

Essential Questions:

- What do artists communicate through self portraits?
- How do they relate to the artists' culture?

- Artists create visual unity, and strong composition in their work, by applying their knowledge of the elements and principles of design in the art studio.
- Artists experiment, practice and problem solve in order to decide which dry or wet medium and techniques (in this case working facial proportions and color) best achieve their goal.
- The creative process is often as important as the finished artwork.
- Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist.
- Drawing and painting is about learning how to see, about observing our surroundings (in this case your self).
- Access to art and to the aesthetic experience, has a positive influence on the quality of a person's lifelong learning, personal expression, and contributions to our community and to society.

- How are art elements and design principles used to create a drawing?
- How do artists select media, tools and techniques to best express the ideas they wish to communicate? How does problem solving relate to drawing and coloring self portraits?
- How does the creative process relate to a finished drawing?
- How do artists decide what to draw? What inspires an artist?
- How can technology (camera) influence what artists decide to draw and paint?
- How does drawing relate to adding pigment with other medium like paint, ink, and colored pencil?
- What does an artist need to understand in order to create a realistic /stylized /abstracted drawing (self portrait)?

Students will know:

- The elements and principles of design
- Basic drawing concepts
- Proportion, facial feature size and scale.
- Color theory and schemes.
- Shading techniques to create form and texture.
- Transfer techniques used with the light box

Key Terms

Elements: Line, Shape Form, Space, Value, Color and Texture.

Principles: Balance, Contrast, Emphasis, Movement, Rhythm, Unity or Harmony, Repetition or Pattern, and Movement.

Media & methods. Colored pencil, blending styles, other application implements. Internal, external contour.

Students will be able to:

- Use mirrors to draw self portraits from direct observation.
- Explore creating self portraits with a variety of materials and determine preferences and reflect on the basis of their choices.
- Understand how to darken and lighten colors by using complementary colors, or by adding white or black.
- Create form in drawings by experimenting with layering, shading textural linework
- Practice their drawing and coloring and painting skills.
- Create mixed media self portraits.
- Experiment with varying styles through the use of emphasis (caricature) and abstraction (arbitrary color schemes e.g.)
- Demonstrate proper handling of materials and tools along with appropriate set-up and clean-up.
- Reflect and comment on their work as well as their peers.

Stage 2: Acceptable Evidence

Transfer Task

Students will create a minimum of four self portraits composed of different drawing of mediums from direct observation using mirrors. They will explore self portrait creation as a form of communication.

Other Evidence

Discussion and questions about cultural /historical material presented.

Questions for understanding.

Observation and performance feedback from 1 to 1 and group guided instruction on materials, methods, and safe handling, e.g. blending, and mixing colored pencil pigments.

- Student participation during work sessions, i.e., time on tasks.
- Student ability to help fellow classmates with concepts and techniques.
- Written Artist Statement (Visual Scan) about final project.

Stage 3: Activities to Foster Learning

Using projector or other means (prints, & document camera) have students view a variety of preselected online images of self portraits (try to show a range of eras and artists .e.g Chuck Close to frame in a historical context) :

- Initiate organized class discussion:
 - Why do artists create self portraits?
 - Are some more realistic than others?
 - Are some styles more unique and interesting? How? why?
 - How do artists use proportion in creating self portraits?
 - How do we speculate what materials were use when looking at images of artworks?
 - What do you think of them?
 - What elements and principles of art and design can you identify?
 - How do historical and cultural traditions influence artists in the creating of self portraits.
- Summarize discussions. Discuss direct observation using mirrors (using 2 mirror **V** point out how one's own reflection is different from what others see) , demonstrate methods (discussing external and internal contour), show exemplars, and refer to checklist; answer questions.

Note: the above listed activities can also be conducted in an online format through GAFE like Google classroom.

- Have students complete 3 different self portrait drawings a 12 x 18 sheets of manila paper. One in pencil, one in ink (blue or black) and one using colored pencil. Include name on all work.
- Teacher circulates in a coaching manner (focus on value and form shading techniques) providing feedback and questioning for understanding as students complete this activity..

- Conduct demonstration and review of how to compose mixed media self portrait.
- Discuss and Demo alternate style ideas: caricature and abstraction.
- Instruct students to be mindful of how they are using the elements and principles of art.
- Have students complete mixed media version (and alternate style versions if chosen) on 12 x18 white 90# sulphur paper.
- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.
- Have students sign and mount their work.
- Have students complete Visual Scan on their artwork including a reflective paragraph discussing what they learned, what they found challenging and how they worked through them.



Art 7

Unit Title / Topic: Color Studies with pointillism

Unit Duration: 5 days

Stage 1: Desired Results

Established Goals:

1.1. The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) are universal. 1.1.5.D.2 Compare and contrast works of art in various [mediums](#) that use the same art elements and principles of design.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. Art and culture reflect and affect each other. 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Presenting works of art in dance, music, theatre, and visual art.

The [elements of art](#) and [principles of design](#) can be applied in an infinite number of ways to express personal responses to creative problems. 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Transfer Goal:

1. Create works of art (pointillist style) that reflect an understanding of the elements and principles of design.
2. Identify elements and principles of art and design in their work and the works of others.
3. Interpret and understand the ways in which effective use of the elements and principles of art communicates (visually) the artistic message (sequencing images e.g. triptych) as a form human cultural expression).

Students will understand that:

- Drawing, painting are forms of visual communication. Throughout recorded history, man has always communicated ideas through artworks. (In this case with a unique style)
- Artists create visual unity, and strong composition in their work, by applying their knowledge of the elements and principles of design in the art studio.

Essential Questions:

- How can drawing and painting relate to our culture? Can it affect change?
- How are art elements and design principles used to create drawings and paintings?

- Artists experiment, practice and problem solve in order to decide which dry or wet medium and techniques best achieve their goal.
- The creative process is often as important as the finished artwork.
- Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist.
- Drawing and painting is about learning how to see, about observing our surroundings and presenting ideas to convey extra meaning (triptych).
- Access to art and to the aesthetic experience, has a positive influence on the quality of a person's lifelong learning, personal expression, and contributions to our community and to society.
- Artists like Georges Seurat use their art to inform others about new ways of seeing (first interactive art..i.e. viewer's brain mixes pigment dots to form colors) and expressing their subject matter while experimenting with underlying scientific concepts about the use of materials (color theory and perception)

- How do artists select media, tools and techniques to best express the ideas they wish to communicate? How does problem solving relate to drawing and painting?
- How does the creative process relate to a finished drawing?
- How do artists decide what to draw and paint? What inspires an artist?
- How can drawing improve the quality of your life?
- How does drawing relate to painting and why do artists place such a high value on their sketchbooks.
- What do an artists need to understand in order to create drawings and paintings that tell a story about issues around the world or within a culture?

Students will know:

- The elements and principles of design
- How to use elements and principles to help communicate ideas in sequential formats.
- Color theory and philosophy (e.g. Georges Seurat ideas on harmony)
- How to identify characteristics of an artistic style (pointillism).
- How to develop an idea through the draft process and proceed to a finished artwork.
- How some styles and methodologies can lead to technological innovation (pointillism -bit maps, still imagery-moving).
- Historical context of use of triptych format to present ideas through artworks.

Key Terms

Elements: Line, Shape Form, Space, Value, Color and Texture.

Principles: Balance, Contrast, Emphasis, Movement, Rhythm, Unity or Harmony, Repetition or Pattern, and Movement.

Visual narrative, (e.g. triptychs). Color theory perception

Triptych, pointillism. Visual perception , interactive art

Media:... Marker pigments watercolor

Students will be able to:

- Identify the use of elements and principles in evaluating genres and styles of artworks (in this case Georges Seurat).
- Identify and emulate characteristics of a specific artistic style.
- Complete practice assignments (develop draft drawing, color scheme and application skills) incorporating individual elements and principles.
- Use Elements and principles of choice to express (visually) a specific idea (harmonious sequence of images).
- Use specific media techniques to enhance the quality and execution of producing the visual message/idea.
- Manage specific elements and principles as limited by physical properties of the medium (e.g.controlling the density and frequency of application) to adjust color values and tone to aid in communicating a story.
- Demonstrate proper handling of materials and tools along with appropriate set-up and clean-up.
- Reflect upon their work in a systematic way (Visual Scan).

Stage 2: Acceptable Evidence

Transfer Task

Students will draft and create a triptych utilizing a pointillist style of pigment application to present subject matter of their choice.

Other Evidence

Discussion and questions about cultural /historical material presented.

Questions for understanding.

Observation and performance feedback from 1 to 1 and group guided instruction on materials, methods, and safe handling, e.g. blending, and mixing colored pencil pigments.

- Student participation during work sessions, i.e., time on tasks.
- Student ability to help fellow classmates with concepts and techniques.
- Written Artist Statement (Visual Scan) about final project.

Stage 3: Activities to Foster Learning

Using projector or other means (prints, & document camera) have students view a variety of preselected online images of Georges Seurat artwork and some examples of triptychs (try to show a range of eras and artists to frame in a historical context) :

Focus on one/two of Georges Seurat Paintings e.g. <http://www.georgesseurat.org/A-Sunday-Afternoon-On-The-Island-Of-La-Grande-Jatte-large.html>

<http://www.georgesseurat.org/The-Eiffel-Tower-1889-large.html>

<https://www.youtube.com/watch?v=rDW4wSTm-V4>

- Initiate organized class discussion:
 - What do you see? Be specific?
 - What's going on? Actions? (time of day? How do you know/ etc.)
 - What elements and principles of art and design can you identify?
 - What are some of the style characteristics of Georges Seurat's art?
 - How do we speculate what materials were use when looking at images of artworks?
 - Focus on color ..discuss his methods.

Then introduce the triptych format of presenting artwork by showing works of previous students as well as online resources such as:

<http://landscapephotographyshop.com/about-triptych-art/>

- Summarize discussions (sequential images can tell a story) Discuss process, show some exemplars and refer to checklist; answer questions.

Note: the above listed activities can also be conducted in an online format through GAFE like Google classroom.

- Have students create a 6 color wheel using only 3 primary colors(applied in a pointillist way = just dots) on a sheet of draft paper using protractors and a 6 inch diameter circle template. Secondary colors should become visible by evenly distributing the primary color dots.
- Have students use 12 x 18 sheet of manila paper to draft their choice of subject in a triptych format (layout) including measurements.
- Remind students to practice different dot combinations to explore color perception from up close and then further away.
- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.
- Have students use colored pencils, fine point markers, crayons, or plastic pastels to explore a color scheme for their draft.
- Have students review with teacher .
- Demo how to use paper cutter to cut panels from (12 x 18 90# white sulfur paper) for final including spacing for mounting on background in triptych format (can be oriented vertically if desired) .
- Have students gather material and begin work on final.
- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.
- Demonstrate final touches including line work if needed, signing, and mounting.
- Teacher circulates in a coaching manner providing assistance and guidance as needed.
- Have students complete Visual Scan on their art work.