

Verona Public School District Curriculum Overview

Art 8



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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. This includes the opportunity to work on a pottery wheel and to develop and execute an independent study project of their choice.

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 with a focus on the principle of emphasis how it is used to capture and direct viewer attention in visual communication.

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 8

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 2 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-D Space? ● 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? ● How might technology influence artistic and cultural expressions of 3-D space in the future ... printers?
<p>Students will know:</p> <ul style="list-style-type: none"> ● Students will know: 2 pt. linear perspective drawing methods. ● When to use 2 pt. vs. 1 pt or multipoint 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 2 pt. perspective the picture plane is at an angle to surfaces 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: Shading techniques to manage value for depth perception line & 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) from angled viewpoints. ● 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 2 pt. and other methods of representing 3-D space, e.g. aerial perspective, overlapping, relative size and position on a flat surface. ● Create a piece of digital artwork utilizing this technique along with CAD (TinkerCad) tools to represent and create an illusion of 3-D space. E.g. building design. ● 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. They will create a CAD design for an 3D object. They will utilize a drafting process to express an idea and complete a final pen and ink drawing which demonstrates the use of two point linear perspective to create illusion of 3D object/s.

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.
- Student ability to help fellow classmates with concepts and techniques.
- Written Artist Statement (Visual Scan) about final project.

Stage 3: Activities to Foster Learning

- Observe and discuss drawings and designs using two point linear perspective.
- Observe paintings of other forms of perspective.
- Observe Brain Pop:
 - <https://www.brainpop.com/artsandmusic/artconcepts/architecture/preview.weml>

Then observe:

- <https://www.youtube.com/watch?v=YU5khzhizNI>

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 2 Pt. 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.
- Complete online assignment to create an object using “ Tinkercad” note how orthogonals shift as different views are employed during construction.
- Teacher circulates in a coaching manner providing feedback and questioning for understanding.
- Choose subject matter: “Old Verona” Images, an online image, an idea from your imagination e.g. an architectural rendering of a newly designed downtown Verona, or maybe an abstract design involving 3-D objects in some context. Consider utilizing “tinkercad” design.
- On a 12 x 18 inch draft complete a design using two point perspective to make flat shaped into 3-D forms (Hint: start with leading vertical edge/line closest to viewer, choose vanishing points, then do guidelines to make distant edges of forms).
- Demo and review linework techniques as well a pen & ink texture and value gradients and philosophies for establishing visual depth.
- Get 12x 17 final paper after review of Draft with Mr. “S” for refinement and transfer to final...
- Complete final using Pen and ink. After completing drawing, 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? Driving? Navigating skyscrapers?

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 8

Unit Title / Topic: Ceramic Elements and Pottery

Unit Duration: 3 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 forms and wheel thrown pottery) 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?

- 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 (moisture content in clay and its plasticity determine what it can do at different stages of the process) of the material they are working with, and which approach will work best with what they are designing.
- Visual expressions of ideas and combined use of elements & principles are limited by and have relationships to the physical properties of the media as well as available technology on how they are manipulated for desired effect. Artists and designers are always exploring these relationships! (clay, in this case)
- These expressions are strongly influenced by heritage, traditions and social norms of any given group and time.
- Creations as a forms of expression allow the creator and user/ viewer explore connections and other perspectives that can transcend time.
- 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 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?
- How does technology (e.g.pottery wheel .. manual vs. electric) influence the application of the elements and principles?
- How could technological advances influence outcomes (introduction of pottery wheel)? How about in the future?
- Are some design creations more influenced by functional needs and physical properties than others? (e.g. will a spout on pitcher be different depending on the liquid inside..water vs. oil?)
- 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?

Students will know:

- How the elements and principles of art and design are used in the creation of ceramic artwork.
- Some historical lifestyle information about humans that were dwelling in the geographical area during the era when the artwork was created.
- Why so many cultures from around the world use ceramics as a form of artistic expression.
-
- How to modulate the utilization of various elements and principles for effect depending upon chosen media.
- How materials (clay) influence the use of elements or principles.
- How technology (tools, online resources) influences the application of the elements and principles.

Students will be able to:

- Identify the use of elements and principles in evaluating and working with ceramic art forms.
- Use thumbnail drafting process to create a ceramic form comprised of repeating components (motif) 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 handbuilding, throwing on wheel).

- How to prepare clay (wedging) for a variety of shaping and molding techniques including pinching, coiling and slabbing and also technological aides such as a pottery wheel.
- How to set up properly and clean up properly when working with clay.
- Safe handling guidelines for work with all materials utilized.

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.

motif

Media:. Ceramics, earthenware, greenware, bisque and glaze firing, needle tool, leather hard, coils, slabs, pinch pots, glazes, underglazes, kiln, utilitarian or functional, moisture content, shrinkage, grog, relief decoration, firing, temperatures, slip, scoring, wedging. *burnishing, engrave, throwing a pot, wheel, bat, slurry,*

- Demonstrate proper handling of materials and tools along with appropriate set-up and clean-up.

Stage 2: Acceptable Evidence

Transfer Task

Students will use a thumbnail process to design and create a glazed ceramic artform which includes attachments with a repeating motif that expresses a specific theme and purpose of their choice. Students who choose will attempt to “throw a pot” using the pottery wheel.

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, scoring, slipping, pinch pot forming, slab forming, throwing a pot, glazing, burnishing, 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 table full of a wide range of ceramic objects functional and abstract all designed to express an idea.. (separate pottery from wheel into a category of its own)
Arranged in a dramatic way (under skylight) :

- Initiate organized class discussion covering the following points:
 - The use of ceramics has been an integral part of human cultures from most ancient times to the latest (literally) “cutting edge” technologies... use specific examples: ceramic knives, cell phone and computer circuit board wafers.
 - Clay “bodies” vary across the world based on naturally occurring deposits of any given locale e.g. Mediterranean terra cotta, fine Chinese porcelain.?
- Using selected students have students share their observations about what they see. Prompt students to identify the categories in the arrangement of exemplars
 - 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.
- Pay particular attention in discussing abstract pieces dynamics between positive and negative space (always a feature of 3 dimensional forms).
- 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 utilizing clay to express their ideas (noting how this will be different when hand -building than when using the pottery wheel) including location of all materials refer to checklist.
- Have students sign into google classroom to complete appropriate research assignment of ceramic art. This will include pottery traditions and abstract hand-building trends
- 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 refresher demonstration and review of proper setup for working with clay along with location of materials.
- Review clay preparation i.e. wedging and moisture control.
- Review clean up and storage of clay for next work session.
- Refresher Demo and review various construction techniques as needed: forming, slab, shaping inscribing, coiling, pinch-pot forming, scoring and attaching with slip, indenting and use of plaster molds. Note: where and when possible have capable students conduct refresher demo for classmates (dok).
- Distribute clay as students demonstrate set up.
- Circulate coaching clay handling.
- Refresher Demo and review burnishing and drying clay from “leather-hard” to “bone dry” in preparation for bisque firing in the kiln.
- Demo and review glazing and underglazing techniques.
- Air dry and bisque fire
- Have students glaze vessels according to color schemes as they become available from kiln.
- Review glazed vessel with teacher prior to glaze firing.
- Pottery:
 - Have students watch Artista table top pottery wheel demo DVD as they wait for hand-built work to air dry and get bisque fired.
 - Conduct demos as needed on use of wheel and set/clean up of pottery wheel stations.
 - Have students pre wedge 3 balls of clay to use for throwing. Balancing takes time and clay to get the hang of ...this way if a piece gets too wet or skewed it can be removed ...and a spare ball thrown.

- Have students complete visual scan of completed ceramic works as a reflective self-assessment. 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.
- Have students photograph their completed artwork from various angles (try to correspond to original technical drawing) to upload if possible to google classroom assignment.



Art 8

Unit Title / Topic: Color Studies: Silhouette arrangements

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 (silhouette color arrangement) that reflect an understanding of the elements and principles of design.
2. Manage how the elements of line color and shape interact within visual environments.
3. Explore silhouette, line and edge
4. Identify elements and principles of art and design in their work and the works of others.
5. Interpret and understand the ways in which effective use of the elements and principles of art communicates (visually) the artistic message (origins and themes 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:

- How does the medium influence the use of an elements or principles?

- 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 shape & 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.
- Producers of the content of our visual culture utilize the elements and principles of art and design to manipulate the perception of the intended viewers.
- 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 do artists select media, tools and techniques to best express the ideas they wish to communicate? How does problem solving relate to managing color and shape?
- How does technology influence the application of the elements and principles??
- Are some application styles more popular than others?...why?...How?... In what context?
- How much of what you perceive in stream of visual media you consume is real?...or manipulated to appear real?
- Is it intended to be? Can you tell the difference? How??
- What does an artist need to understand in order to engage the viewer and direct by way of composition attention to the ideas communicated in their work.

Students will know:

- The elements and principles of design
- Basic drawing concepts.
- Color theory and schemes.
- How variety and harmony can coexist visually.
- How to modulate the utilization of various elements and principles for effect depending upon chosen media.
- How to use media skillfully by applying specific techniques.
- How to capture viewer attention and direct through thoughtful arrangement and composition while communicating an idea.

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.

Silhouette, edge, template

Media & methods. Media specific color mixing techniques

Students will be able to:

- Complete practice design assignments focused on individual elements and principles..
- Research color theory and human perception.
- Use Elements and principles of choice to express (visually) a specific idea.
- Use the thumbnail draft design process to create meaningful components to arrange in a commanding way to direct viewer attention.
- Practice their drawing and coloring and painting skills.
- Create a color and shape based arrangement of their choice.
- Experiment with blending of pigments to generate 12 colors from 3 primaries.
- 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 (GAFE) have students view a variety of preselected online sites:

- ❑ <https://www.brainpop.com/artsandmusic/artconcepts/color/>
- ❑ <http://ko.mujica.org/science/organic-chemistry/conjugation-diels-alder-mo-theory/color-organic-molecules/intro-to-color-theory.html>
- ❑ https://www.ted.com/talks/beau_lotto_optical_illusions_show_how_we_see?language=en
- ❑ http://archive.artsmia.org/artists_toolkit/explore.cfm

❑ Color section

- Have students submit digital color designs from Art connected website (screen capture and upload via google classroom).
- Initiate a class discussion focused on the use of color and shape by displaying some silhouette style color arrangements noting figure ground juxtaposition (use face/chalice illusion). Display some of Josef Albers work :<http://www.albersfoundation.org/art/josef-albers/paintings/homages-to-the-square/index/> connect to Beau Lotto TED talk.
 - Why do we see?
 - Are some arrangements more compelling than others? Why?
 - Are some shapes more unique and interesting? How? why?
 - How do artists lead your eye in these compositions?

- o How do we speculate what materials were use when looking at images of artworks?
 - o What do you think of them?
 - o What elements and principles of art and design can you identify?
 - o How do historical and cultural traditions influence artists in the creating arrangements (e.g.western cultures read top left to right then down).
- Summarize discussions. Discuss thumbnail drafting process for shape design as well as experimentation phase for final arrangements, show exemplars, and refer to checklist; answer questions.
 - Have students use colored pencils, plastic pastels, or crayons to complete a basic color wheel composed of primary secondary and tertiary (intermediate) colors. Note only the 3 primary colors may be used. Label all twelve colors.
 - Teacher circulates in a coaching manner (focus on value and tone blending techniques) providing feedback and questioning for understanding as students complete this activity point out color nomenclature conventions.
 - Have students draft 6 different meaningful shape ideas on 12 x 18 sheets of manila paper. Choose a favorite review with instructor and use 3x6 inch card stock panel to create a template for later use.
 - Discuss and Demo how to stylize ideas: caricature and abstraction for shape design based on theme..
 - Teacher circulates in a coaching manner (pointing out color juxtaposition opportunity where noted) providing feedback and questioning for understanding as students complete this activity..
 - Conduct demonstration and review of how to efficiently mix tempera pigment (i.e. start with lighter pigment then add small amounts of darker pigment incrementally) to achieve desired hue.
 - Have students paint 12 (3x6) white panels (90# sulphur paper) by mixing only 3 primaries to generate 3 secondary and 6 tertiary colors.
 - Instruct students to be mindful of the process and cognisant (metacognition) of what they are thinking about as they work.
 - Have students use template of shape to trace shape on back of colored panels, then cut using scissors or exacto knife as needed. Point out image reversal left right orientation for certain shapes when traced on back of panel.
 - Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.
 - Have students experiment with a minimum of 3 different arrangements of their painted shapes on a variety black backgrounds of their choice (18x18 etc.) photograph. Choose a final arrangement based on where the viewer's attention is being directed and managed.

- Have students review their final arrangement with instructor.
- Have students sign and mount, and photograph 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 as well as how they developed their ideas.



Art 8

Unit Title / Topic: Independent Study

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:

1. Create works of art 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 as a form of human cultural expression).
4. Create works of art that address and communicate a specific idea generated by personal research.

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)

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 paintings and other forms artwork?

- 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 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.
- Artists research and explore issues of personal meaning and importance and often seek to inform and influence society by sharing their ideas in visually engaging compositions.
- 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 do artists select media, tools and techniques to best express the ideas they wish to communicate? How does problem solving relate to the materials chosen?
- How does the creative process relate to a finished artwork?
- How do artists decide what to draw and paint? What inspires an artist?
- How can making art improve the quality of your life?
- How does drawing relate to painting and sculpting and why do artists place such a high value on their sketchbooks.
- What do artists need to understand in order to create drawings, paintings and other artworks that communicate 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 a variety of mediums.
- How to identify characteristics of an artistic style genre.
- 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 (experimentation and manipulation of materials and formats e.g. Albrecht Durer etchings leading to the printing press).
- How to research an area of artistic interest.
- How to formulate and design a project based on this interest and develop the project into a complete work of art.

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, Color theory and human perception

Media:.. Materials directed by project design e.g. marker pigments watercolor, tempera, collage, clay & ceramic implements, colored pencil, pastels, plastic pastels, pen ink, found objects.

Students will be able to:

- Identify the use of elements and principles in evaluating genres, movements, artists and styles of artworks (in this case personal inquiry).
- 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 (communicate something of personal importance).
- Choose and 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. managing the moisture content in clay if used as a medium of expression)
- Create a unique piece of artwork that reflects what they learned from their inquiry as well as communicates something of personal importance to the viewer.
- 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 research an area of personal interest, design a project based on this interest incorporating insight gained by research and observation of other artists, genres, movements, and styles. They will choose materials and follow a drafting process to develop their idea into a completed artwork that communicates and expresses something of personal importance

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 (GAFE) have students view a variety of preselected online sites e.g:

- ❑ http://www.theartstory.org/section_movements.htm
- ❑ <http://www.tate.org.uk/learn/online-resources>
- ❑ <http://www.metmuseum.org>
- ❑ http://www.getty.edu/education/teachers/student_resources/index.html

- Provide an overview of independent study including parameters. Discuss the process, show some exemplars and refer to working checklist; answer questions. Make a point of informing students that they are expected to be able to explain how they are managing elements and principles at any given time during the completion of their project.

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

- Have students complete a daily class journal entry for research topics and ideas during research days via google classroom.
- Have students submit their chosen area of interest and an outline of how they will set up their artwork project including drafting process, anticipated materials and a timeline.

- Review outlines for approval 1 on 1 and make recommendations as needed on additional reference sources as well as material handling guidance.
- Have students use gather materials as needed to begin their work.
- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.
- Have students continue to submit a daily reflective journal entry which communicates progress as well as challenges..
- Have students review at benchmark intervals with teacher e.g. drafting phase complete.
- Teacher/students provide demos as needed based on materials and skill building practice needs.
- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.
- Discuss final touches and presentation. Have students photograph their work.
- Teacher circulates in a coaching manner providing assistance and guidance as needed.
- Have students complete Visual Scan on their art work along with an artist statement which describes their area of interest, why they chose the medium and what they were trying to communicate in their artwork.