

Topic: Drawing
 Subject(s): Art

Days: 45
 Grade(s): 10th, 11th, 12th

Key Learning: Drawing of objectives with specific focus on their shapes and occupation of compositional space.

Unit Essential Question(s): How were you able to decide what the best use of space would be in your composition?

<p>Concept: Photo-Realism 9.1.12.K 9.2.12.D</p>	<p>Concept: Still life Drawing 9.1.12.I 9.2.12.C</p>	<p>Concept: Creating an auto-biographical self-portrait</p>
<p>Lesson Essential Question(s): What is photo-realism? (A)</p> <p>How can photo-realism be used in other subject areas? (A)</p>	<p>Lesson Essential Question(s): What is a still life? (A)</p> <p>What is compositional space? (A)</p> <p>How did you use compositional space in your still life? (A)</p>	<p>Lesson Essential Question(s): What is an autobiography? (A)</p> <p>What is a self-portrait? (A)</p> <p>How can you combine the two successfully into one art form? (A)</p>
<p>Vocabulary: Grid, Proportion, Scale, Enlarge, Reduce, Cover Sheet, Transfer, Graphic Carbon, Photo-Realism, Kneaded Eraser</p>	<p>Vocabulary: Compositional Space, Overlapping, Picture Plane, Depth, Foreground, Middleground, Background, Realism</p>	<p>Vocabulary: Autobiography, Self-Portrait, Pen and Ink, Hatch, Cross-Hatch, Stipple, Proportion, Modernism</p>

Additional Information:
 Optional Instructional Tools: "Drawing Objects" Art Instruction Schools
 3-D Objects in a Setting
 Reproductions of Art
 Colored Magazine Picture
 Student Examples

Attached Document(s):

Vocab Report for Topic: **Drawing**

Days: 45

Subject(s): Art

Grade(s): 10th, 11th, 12th

Concept: Photo-Realism

9.1.12.K

9.2.12.D

Grid, Proportion, Scale, Enlarge, Reduce, Cover Sheet, Transfer, Graphic Carbon, Photo-Realism, Kneaded Eraser

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Concept: Still life Drawing

9.1.12.I

9.2.12.C

Compositional Space, Overlapping, Picture Plane, Depth, Foreground, Middleground, Background, Realism

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Concept: Creating an auto-biographical self-portrait

Autobiography, Self-Portrait, Pen and Ink, Hatch, Cross-Hatch, Stipple, Proportion, Modernism

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Topic: Painting

Days: 45

Subject(s): Art

Grade(s): 10th, 11th, 12th

Key Learning: Gain knowledge of selected style of an artists body of work and create their own work in that style employing principles of color, value and intensity.



Unit Essential Question(s): **How did you apply the style of your artist to your painting?**



Concept:
Watercolor Technique and Style
9.1.12.B
9.1.12.H

Concept:
Acrylic Technique and Style
9.1.12.C
9.1.12.H



Lesson Essential Question(s):
What style of painting did you emulate in your painting? (A)

How would you explain the similarities between your painting and that style? (A)

Lesson Essential Question(s):
What does acrylic mean? (A)

How are acrylic paints different from watercolors? (A)

What affects can be produced with acrylics? (A)



Vocabulary:
Style, Movement, Value, Intensity, Texture, Pigment, Thematic, Content, Dry Brush, Spattering, Flat Wash, Block-Out Technique

Vocabulary:
Acrylic Paint, Palette, Shade, Tint, Solvent, Color Theory, Pigment, Volume, Form, Op Art, Triangulation, Surrealism, Salvador Dali

Additional Information:
Internet
"Know the Artist" Poster Series (Set 1-5)
Reproductions

Attached Document(s):

Vocab Report for Topic: **Painting**

Days: 45

Subject(s): Art

Grade(s): 10th, 11th, 12th

Concept: Watercolor Technique and Style

9.1.12.B

9.1.12.H

Style, Movement, Value, Intensity, Texture, Pigment, Thematic, Content, Dry Brush, Spattering, Flat Wash, Block-Out Technique

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Concept: Acrylic Technique and Style

9.1.12.C

9.1.12.H

Acrylic Paint, Palette, Shade, Tint, Solvent, Color Theory, Pigment, Volume, Form, Op Art, Triangulation, Surrealism, Salvador Dali

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Topic: Print Making

Subject(s): Art

Days: 35

Grade(s): 10th, 11th, 12th

Key Learning: Learning about print making as an art form as well as an industry

Unit Essential Question(s): **Where does print making have it's place as an art form?**
Where does printing have it's place in industry?
What are the similarities?

Concept:
3 Color Reduction Print
9.1.12.J
9.2.12.B

Lesson Essential Question(s):

What is a print? (A)

What is a reduction print? (A)

What is an edition? (A)

What do prints and reproductions have in common? (A)

Vocabulary:

Print, Reduction Print, Printing, Plate, Series, Edition, Benchhook, Brayer, Baren, Linoleum Block, Linoleum Cutter, Printing Ink, Water Base Ink, Oil Base Ink, Solvent, Positive and Negative Space, Albercht Durer, Edward Munch, Currier and Ives

Additional Information:

Video- "Printmaking" by Speedball

Book- "Exploring Art" by Mittler/Ragans

Student Examples

Teacher Demonstration

Attached Document(s):

Vocab Report for Topic: **Print Making**

Days: 35

Subject(s): Art

Grade(s): 10th, 11th, 12th

Concept: 3 Color Reduction Print

9.1.12.J

9.2.12.B

Print, Reduction Print, Printing, Plate, Series, Edition, Benchhook, Brayer, Baren, Linoleum Block, Linoleum Cutter, Printing Ink, Water Base Ink, Oil Base Ink, Solvent, Positive and Negative Space, Albercht Durer, Edward Munch, Currier and Ives

Topic: 3-Dimensional Sculpture
 Subject(s): Art

Days: 45
 Grade(s): 10th, 11th, 12th

Key Learning: Planning a mask by creating a schematic. Planning color by shading planned sketch. Execute 3-D sculpted mask using additive and subtractive methods.

Unit Essential Question(s):

**What is a schematic?
 How is color used to show expression?
 What is additive and subtractive sculpture?
 How did you use both?**

Concept: Planned Schematic for 3-D Masks 9.1.12.G	Concept: Color Application to mask drawing using prismacolors (colored pencils) 9.2.12.G 9.2.12.L	Concept: Multi-Cultural Masks (3-D) 9.1.12.E 9.1.12.H 9.2.12.D
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Lesson Essential Question(s): What is the purpose of your schematic? (A) How will you use this sketch to aide you in sculpting 3-D? (A)	Lesson Essential Question(s): What is color layering? (A) How is shading in colored pencil different than shading in pencil? (A) How do you achieve lights and darks? (A)	Lesson Essential Question(s): What was the purpose of masks throughout history and cultures? (A) What is the purpose of your mask? (A) How did you arrive at that idea? (A) How did you use additive and subtractive methods? (A)
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Vocabulary: Sketch, Schematic, Symbols, Abstract, Realistic	Vocabulary: Value, Colorless Blender, Pigment, Color Layering	Vocabulary: Masks, Multi-Cultural, Sculpture, Acrylic Paint, Ceremony, Sulptamold, 3-D Relief, Additive and Subtractive Sculpture, Arline M. Fisch, Lauren Kramer
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Topic: 3-Dimensional Sculpture

Days: 45

Subject(s): Art

Grade(s): 10th, 11th, 12th

Concept:

The use of color (acrylic paints) to enhance character of mask.

9.1.12.B



Lesson Essential Question(s):

How does color help to create the character? (A)

How were you able to transform the 2-D colored version into the 3-D painted mask? (A)



Vocabulary:

Color Mixing, Shading, Tinting, Impasto, Wash, Highlighting

Additional Information:

Video- Masks from many Cultures

Mask Portfolio Prints

Student Examples of Masks

Attached Document(s):

Vocab Report for Topic: 3-Dimensional Sculpture

Days: 45

Subject(s): Art

Grade(s): 10th, 11th, 12th

Concept: Planned Schematic for 3-D Masks

9.1.12.G

Sketch, Schematic, Symbols, Abstract, Realistic

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Concept: Color Application to mask drawing using prismacolors (colored pencils)

9.2.12.G

9.2.12.L

Value, Colorless Blender, Pigment, Color Layering

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Concept: Multi-Cultural Masks (3-D)

9.1.12.E

9.1.12.H

9.2.12.D

Masks, Multi-Cultural, Sculpture, Acrylic Paint, Ceremony, Scuptamold, 3-D Relief, Additive and Subtractive Sculpture, Arline M. Fisch, Lauren Kramer

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Concept: The use of color (acrylic paints) to enhance character of mask.

9.1.12.B

Color Mixing, Shading, Tinting, Impasto, Wash, Highlighting

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Topic: Written Expression
Subject(s): Art

Days: 10
Grade(s): 10th, 11th, 12th

Key Learning: **Apply learned writing skills to a written expression of their exposure to the arts using appropriate vocabulary.**

Unit Essential Question(s): **What steps did you take to prepare for the writing of your paper?**

Concept:
Write a paper of personal reflection on the mask that you made.
9.1.12.C
9.3.12.G
9.4.12.D

Lesson Essential Question(s):
What inspired your idea for your mask? (A)

How will you express from start to finish how this mask came about? (A)

How did your mask relate to multi-cultures? (A)

Vocabulary:
Punctuation, Sentence Structure, Appropriate Vocabulary, Paragraph, Cover Page, Personal Expression

Additional Information:
Internet
History of Mask Making
Outline of what's expected in the paper.

Attached Document(s):

Vocab Report for Topic: Written Expression

Days: 10

Subject(s): Art

Grade(s): 10th, 11th, 12th

Concept: Write a paper of personal reflection on the mask that you made.

9.1.12.C

9.3.12.G

9.4.12.D

Punctuation, Sentence Structure, Appropriate Vocabulary, Paragraph, Cover Page, Personal Expression