

Topic: Drawing
Subject(s): Art

Days: 25
Grade(s): 10th, 11th, 12th

Key Learning: Experiences working with the human figure as subject matter in their art.

Unit Essential Question(s): **How is drawing the human figure different from drawing objects?**

Concept:
Showing distortion in portraits
9.2.12.C
9.3.12.A

Concept:
Cross-Contour and gestural line in a series of drawings
9.1.12.A
9.1.12.G

Lesson Essential Question(s):
What is a portrait? (A)

What does distortion mean? (A)

How were you able to create distortion in your portrait? (A)

Lesson Essential Question(s):
What does cross-contour mean? (A)

What is it's purpose? (A)

What is gestural line? (A)

What is it's purpose? (A)

Vocabulary:
Portrait, Distortion, Shifted Grid, Drawing, Charcoal, Grades of Charcoal, Types of Paper, Tooth of Paper, Right and Wrong Side of Paper, Proportion, Scale, Caricature

Vocabulary:
Model, Cross-Contour Line, Gestural Line, Volume, Conte Crayon, Form, Nu-Pastel,

Additional Information:
Video- "Drawing: Charcoal"
Book- "Experimental Drawing" by Robert Kaupelis
Student Examples
"Time-Life Library of Art"

Attached Document(s):

Vocab Report for Topic: Drawing

Days: 25

Subject(s): Art

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

Concept: Showing distortion in portraits

9.2.12.C

9.3.12.A

Portrait, Distortion, Shifted Grid, Drawing, Charcoal, Grades of Charcoal, Types of Paper, Tooth of Paper, Right and Wrong Side of Paper, Proportion, Scale, Caricature

Concept: Cross-Contour and gestural line in a series of drawings

9.1.12.A

9.1.12.G

Model, Cross-Contour Line, Gestural Line, Volume, Conte Crayon, Form, Nu-Pastel,

Topic: Design Communication

Subject(s): Art

Days: 35

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

Key Learning: The use of symbolism to communicate an idea or a message in an original work of art.

Unit Essential Question(s):
**How is symbolism used to communicate an idea?
Where do we see this being used?**

Concept:
Designing an original ad for an original project.
9.1.12.E

Concept:
Creating a self-portrait in mosaic style using various colors and images from magazines to portray their character or personality.
9.3.12.B

Lesson Essential Question(s):
What is the message you are communicating? (A)

How id you use symbolism to communicate your idea? (A)

Lesson Essential Question(s):
What is a self-portrait? (A)

What is a caricature? (A)

How are real mosaics made? (A)

Where do we most often see mosaics? (A)

How were you able to portray character or personality? (A)

Vocabulary:
Design, As Product, Symbolism, Communicate, Lay-Out, Illustration, Orignial

Vocabulary:
Self-Portrait, Mosaic, Pattern, Motif, Proportion, Exaggeration, Caricature, Expression, Portray, Character

Additional Information:
Optional Instructional Tools: Internet
TV, Magazines, Newspaper, Flyers, Brochures
"Know the Artist" Poster Series (Set 2 and 4)

Attached Document(s):

Vocab Report for Topic: Design Communication

Days: 35

Subject(s): Art

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

Concept: Designing an original ad for an original project.

9.1.12.E

Design, As Product, Symbolism, Communicate, Lay-Out, Illustration, Original

-

Concept: Creating a self-portrait in mosaic style using various colors and images from magazines to portray their character or personality.

9.3.12.B

Self-Portrait, Mosaic, Pattern, Motif, Proportion, Exaggeration, Caricature, Expression, Portray, Character

-

Topic: Painting/Oral Presentation

Days: 45

Subject(s): Art

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

Key Learning: Complete an original painting that incorporates a technique gleaned from research and orally explain the process or theory using appropriate art terminology.

Unit Essential Question(s): **Why did you choose the style that you did?
How did you incorporate it into your work?**

Concept:
Acrylics
9.1.12.C
9.2.12.C
9.3.12.G
9.4.12.A

Lesson Essential Question(s):
What style of art does your painting represent? (A)

What technique did you use? (A)

Which artists were known for this technique and style? (A)

Vocabulary:
Acrylic, Paint, Prepared, Canvas, Stretching, Gesso, Abstract, Style, Movement, Impressionism, Cubism, Surrealism, (but not limited to)

Additional Information:
Optional Instruction Tools: Color Slides
Internet
Art Books (Library and Art Room)
Time/Life Library of Art

Attached Document(s):

Vocab Report for Topic: **Painting/Oral Presentation**

Days: 45

Subject(s): Art

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

Concept: Acrylics

9.1.12.C

9.2.12.C

9.3.12.G

9.4.12.A

Acrylic, Paint, Prepared, Canvas, Stretching, Gesso, Abstract, Style, Movement, Impressionism, Cubism, Surrealism, (but not limited to)

Topic: 3-Dimensional Experience in Clay

Days: 45

Subject(s): Art

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

Key Learning: The process of creating 3-D objects in clay using a variety of techniques. The difference between pottery, sculpture and pottery-sculpture. Glazing and proper glaze application. Firing of clay.

Unit Essential Question(s): What determines the type of technique used to make a clay piece?
 Whats the difference between pottery, sculpture and pottery-sculpture?
 What is glaze and how is it applied?
 What is the purpose of firing clay?

<p>Concept: Hand building in clay and choosing the appropriate techniques for what they are making. Learning the categories that clay pieces fall into. How to prepare clay before use. 9.1.12.E 9.1.12.H</p>	<p>Concept: Purpose of firing clay. Proper firing procedures. Kiln and it's use. 9.1.12.E</p>	<p>Concept: Purpose of glazing. Proper glaze application. Different types of glazes. Glaze Defects. 9.1.12.C 9.1.12.H</p>
---	--	---

<p>Lesson Essential Question(s): What is clay? (A) What is hand building? (A) What are the clay techniques? (A) What are the categories of pieces? (A) What is the importance of wedging clay? (A)</p>	<p>Lesson Essential Question(s): Why do we fire clay? (A) What are the stages clay must go through before it can be fired? (A) What is a kiln? (A)</p>	<p>Lesson Essential Question(s): What is glazing and why do we glaze clay? (A) How do we apply glazes properly? (A) What are the different types of glaze? (A) What is a glaze defect? (A)</p>
--	--	--

<p>Vocabulary: Clay, Score, Slip, Weld, Plasticity, Wedge, Pinch, Coil, Slab Plasticity, Earthenware, Stoneware, Porcelain, Handbuild, Impressing, Incising, Excising, Sprigging, Piercing, Elephant Ear Sponge, Wire Toggle Cutter, Loop Tool, Needle Tool, Felting Knife, Wedging Board, Modeling Wheels, Functional, Non-Functional, Decorative</p>	<p>Vocabulary: Kiln, Fire, Leather Hard, Bone Dry, Greenware, Bisque Pyrometric Cone, High Fire Kiln, Low Fire Kiln</p>	<p>Vocabulary: Glaze, Glostware, Dry Foot, Furrow, Under-Glazes, Matt- Gloss, Semi-Matt, Engobe, Under-Glaze, Decorating Crayon, Brushing Dipping, Pouring, Spraying, High Fire Glaze, Low Fire Glaze, Dry Foot, Glaze Defects (Crawling, Running, Sandpaper Surface)</p>
--	---	---

Topic: 3-Dimensional Experience in Clay
Subject(s): Art

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

Additional Information:
Optional Instructional Tools: Clay Video Series
Teacher Demonstration
Clay Samples
Glaze Samples
Internet- Ancient- Present (ClayWorks)
"Exploring Art" Mittler/Rogans (Book)

Attached Document(s):

Vocab Report for Topic: 3-Dimensional Experience in Clay

Days: 45

Subject(s): Art

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

Concept: Hand building in clay and choosing the appropriate techniques for what they are making. Learning the categories that clay pieces fall into. How to prepare clay before use.

9.1.12.E

9.1.12.H

Clay, Score, Slip, Weld, Plasticity, Wedge, Pinch, Coil, Slab Plasticity, Earthenware, Stoneware, Porcelain, Handbuild, Impressing, Incising, Excising, Sprigging, Piercing, Elephant Ear Sponge, Wire Toggle Cutter, Loop Tool, Needle Tool, Felting Knife, Wedging Board, Modeling Wheels, Functional, Non-Functional, Decorative

Concept: Purpose of firing clay.

Proper firing procedures.

Kiln and it's use.

9.1.12.E

Kiln, Fire, Leather Hard, Bone Dry, Greenware, Bisque Pyrometric Cone, High Fire Kiln, Low Fire Kiln

Concept: Purpose of glazing.

Proper glaze application.

Different types of glazes.

Glaze Defects.

9.1.12.C

9.1.12.H

Glaze, Glostware, Dry Foot, Furrow, Under-Glazes, Matt- Gloss, Semi-Matt, Engobe, Under-Glaze, Decorating Crayon, Brushing Dipping, Pouring, Spraying, High Fire Glaze, Low Fire Glaze, Dry Foot, Glaze Defects (Crawling, Running, Sandpaper Surface)

Topic: Written Expression

Days: 30

Subject(s): Art

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

Key Learning: Apply learned writing skills to a written expression about an artist gleaned from research. Discuss artist's style, period and fame. Create an art form in the artist's style.



Unit Essential Question(s): What impact did different artists make throughout history?

Concept: Write a paper on an artist of interest. 9.3.12.G 9.4.12.B

Concept: Create an art form (student choice) by blending your style with the style of the artist you wrote about in previous concept. 9.3.12.B 9.4.12.A

Lesson Essential Question(s): What artist did you choose and why? (A) What contribution did this person make to art? (A) How do you relate to this artist? (A)

Lesson Essential Question(s): What is an art form? (A) How were you able to blend your style with the style of the artist you wrote about? (A)

Vocabulary: Jane Pleak, Georgia O'Keefe, Marcel Duchamp, Salvador Dali, Paul Cezanne, Wayne Thieband (but not limited to)

Vocabulary: Style, Blend, Art Form, Cubism, Impressionism, Realism, Pop Art, Op Art (but not limited to)

Additional Information: Optional Instructional Tools: English Teacher (grade level) Internet Reproductions Art Library (in art room) Library (school) Art Videos (various artists)

Attached Document(s):

Vocab Report for Topic: Written Expression
Subject(s): Art

Days: 30
Grade(s): 10th, 11th, 12th

Concept: Write a paper on an artist of interest.

9.3.12.G

9.4.12.B

Jane Pleak, Georgia O'Keefe, Marcel Duchamp, Salvador Dali, Paul Cezanne, Wayne Thieband
(but not limited to)

**Concept: Create an art form (student choice) by blending your style with the style of the artist
you wrote about in previous concept.**

9.3.12.B

9.4.12.A

Style, Blend, Art Form, Cubism, Impressionism, Realism, Pop Art, Op Art (but not limited to)