

Topic: Art and Technology

Days: 35

Subject(s): Art

Grade(s): 12th

Key Learning: **Integrating painting with computer generated imagery.**

Unit Essential Question(s): **How can we integrate studio art with technology?**

Concept:
Scan a painted image for manipulation to generate a new version of the image.
9.1.12.J
9.1.12.K

Lesson Essential Question(s):
What changes did you make to the original image? (A)

How are we able to use technology and still call it art? (A)

Vocabulary:
Integrate, Imagery, Computer Generated, Context

Additional Information:
Computer Lab/Printer
Student's own computer (outside class)
Scanner
Simple computer programs

Attached Document(s):

Vocab Report for Topic: Art and Technology

Days: 35

Subject(s): Art

Grade(s): 12th

Concept: Scan a painted image for manipulation to generate a new version of the image.

9.1.12.J

9.1.12.K

Integrate, Imagery, Computer Generated, Context

Topic: Color Communication
Subject(s): Art

Days: 25
Grade(s): 12th

Key Learning: **Effective use of color theory to maximize thematic content and emotional context.**

Unit Essential Question(s): **How is color used to communicate content and emotions?**

Concept:
Expressing and evoking moods/emotions visually through color
9.2.12.C
9.2.12.K
9.4.12.B

Lesson Essential Question(s):
What are high key colors and how do they affect mood? (A)

What are low key colors and how do they affect mood? (A)

How do colors evoke emotion? (A)

Vocabulary:
Color Communication, Thematic Content, Emotional Context, High Key Colors, Low Key Colors, Picasso, The Blue Period

Additional Information:
Works of Art Showing themes and emotions
Color Slides
Internet

Attached Document(s):

Vocab Report for Topic: Color Communication

Days: 25

Subject(s): Art

Grade(s): 12th

Concept: Expressing and evoking moods/emotions visually through color

9.2.12.C

9.2.12.K

9.4.12.B

Color Communication, Thematic Content, Emotional Context, High Key Colors, Low Key Colors, Picasso, The Blue Period

Topic: Drawing

Subject(s):

Days: 25

Grade(s):

Key Learning: Studying portraits rendered by the old masters and comparing them to the 20th century portrait artists.

Unit Essential Question(s): How has portraiture changed throughout history? How has it stayed the same?

Concept: Draw a portrait of a young person taking into consideration facial lines and proportion. 9.2.12.C

Concept: Draw a portrait of an old person (from 1st concept) and age this person using line and proportion. 9.3.12.B

Lesson Essential Question(s): How is line and shading used to express the facial characteristics of youth? (A)

Lesson Essential Question(s): How is line and shading used to express the facial characteristics of age? (A)

What are the facial proportions used to reflect youth? (A)

What are the facial proportions used to reflect age? (A)

Vocabulary: Facial Lines, Proportion, Youth, Pieter Breughel, Leonardo da Vinci, Rembrandt (but not limited to)

Vocabulary: Age, Character, Expression, Gregory Daniel, Bradley M. Cannon (but not limited to)

Additional Information: Internet- portrait-artist.org Internet- artcyclopedia.com Internet- artspan.com Know the Artist "Poster Series" (Sets 1-5)

Attached Document(s):

Vocab Report for Topic: Drawing
Subject(s):

Days: 25
Grade(s):

Concept: Draw a portrait of a young person taking into consideration facial lines and proportion.

9.2.12.C

Facial Lines, Proportion, Youth, Pieter Breughel, Leonardo da Vinci, Rembrandt (but not limited to)

Concept: Draw a portrait of an old person (from 1st concept) and age this person using line and proportion.

9.3.12.B

Age, Character, Expression, Gregory Daniel, Bradley M. Cannon (but not limited to)

Topic: Experiences in Clay Design
 Subject(s): Art

Days: 45
 Grade(s): 12th

Key Learning: The history of mosaics and how they are made.

Unit Essential Question(s): Where do mosaics have their place in history?
 Are all mosaics made the same?

<p>Concept: Design and construct a clay tile in mosaic style 9.2.12.B</p>	<p>Concept: Cementing and grouting a clay tile 9.1.12.E</p>	<p>Concept: Firing and glazing clay tile 9.1.12.H</p>
<p>Lesson Essential Question(s): What is a mosaic tile? (A) What are the types of mosaics? (A)</p>	<p>Lesson Essential Question(s): What is the purpose of grouting? (A)</p>	<p>Lesson Essential Question(s): How will the glaze you choose help define the type of mosaic that you did? (A)</p>
<p>Vocabulary: Mosaic, Tile, Ceramic, Representational, Abstract, Roman, Empire, Byzantine, Mosaics, Islamic Mosaics</p>	<p>Vocabulary: Cement, Grout, Mount</p>	<p>Vocabulary: Glaze</p>

Additional Information:

- ** Review all vocabulary in Art II from "3-D Experiences in clay"
- Optional Instructional Tools: Clay Video Series
- Book " The beginner's guide to art"
- Pictures of various types of mosaics
- Clay tile examples (teacher and past students)
- Internet
- Teacher demonstration

Attached Document(s):

Vocab Report for Topic: Experiences in Clay Design

Days: 45

Subject(s): Art

Grade(s): 12th

Concept: Design and construct a clay tile in mosaic style

9.2.12.B

Mosaic, Tile, Ceramic, Representational, Abstract, Roman, Empire, Byzantine, Mosaics, Islamic Mosaics -

Concept:

Cementing and grouting a clay tile

9.1.12.E

Cement, Grout, Mount -

Concept:

Firing and glazing clay tile

9.1.12.H

Glaze -

Topic: Interview/Oral Presentation

Days: 10

Subject(s): Art

Grade(s): 12th

Key Learning: Exposing students to careers in art through in class discussions and their own research.

Unit Essential Question(s): What careers are available in the art field?

Concept:
Conduct an interview with an artist.
9.3.12.G

Concept:
Give an articulate oral report using correct terminology on chosen artist in pervious concept.
9.3.12.C

Lesson Essential Question(s):
 Who is the artist? (A)
 How is thier job related to the art? (A)
 What made you choose this person? (A)

Lesson Essential Question(s):
 How did your findings affect your feelings about this career? (A)

Vocabulary:
 Format, Interview, Art Careers

Vocabulary:
 Articulate, Presentation, Terminology

Additional Information:

- Research internet for artist.
- Visit a local artist's studio or gallery.
- Visit a local arts festival.
- Postcard, Phonebook, Email, chat (can be used for interview)

Attached Document(s):

Vocab Report for Topic: Interview/Oral Presentation

Days: 10

Subject(s): Art

Grade(s): 12th

Concept:

Conduct an interview with an artist.

9.3.12.G

Format, Interview, Art Careers -

Concept:

Give an articulate oral report using correct terminology on chosen artist in pervious concept.

9.3.12.C

Articulate, Presentation, Terminology -

Topic: Mechanical Design

Days: 20

Subject(s): Art

Grade(s): 12th

Key Learning: Using lines of projection converging at a vanishing point for the purpose of creating the illusion of depth and area on a compositional plane.



Unit Essential Question(s): **How were you able to utilize one and two point perspective in your drawing?**



Concept:
Utilizing multi-point perspective in a drawing
9.2.12.C



Lesson Essential Question(s):
How did you use perspective in your drawing? (A)

How are mechanical and visual perspective a like/different? (A)



Vocabulary:
Mechanical Design, Lines of Projection, One Point Perspective, Two Point Perspective

Additional Information:
Optional Instructional Tools: Internet
"Perspective Made Easy" David R. Morin
Pictures showing multi-point perspective

Attached Document(s):

Vocab Report for Topic: Mechanical Design

Subject(s): Art

Days: 20

Grade(s): 12th

Concept: Utilizing multi-point perspective in a drawing

9.2.12.C

Mechanical Design, Lines of Projection, One Point Perspective, Two Point Perspective