

ART 1 SYLLABUS

NAME & CONTACT INFORMATION: Caleb Morris, Lindsay Leader, Kerri Anne Burke-White, Kristin Jobe

GRADE LEVELS: 9-12

COURSE DESCRIPTION: This Art 1 Curriculum is meant to give students a foundation of skills and knowledge of art to apply to their everyday lives. Students will engage and experience art production through relating each project to an aspect of themselves, as well as learning about contemporary uses of art in the world around them. Students will create art in a multitude of ways as they build their skills throughout the semester. Students are encouraged to articulate their thoughts and opinions as well as be expected to treat each other with respect.

GRADING CRITERIA: Each Grading Period will be determined in the following way:

1. Studio Assignments & portfolio: 500 points
2. Quiz: 100 points
3. Class Research & Writing Activities: 300 points
4. Journal: 100 points

CLASS RULES:

1. Be respectful to everyone's thoughts and opinions
2. Do not wonder around the classroom
3. Participate in any way that you can
4. Do not be intimidated by art
5. Make mistakes
6. Try to experience art.

CLASSROOM MANAGEMENT PLAN:

In order to maintain a safe and nurturing classroom environment, it is imperative that students and parents understand the class rules and procedures. Students will review the rules and sign a behavior contract to acknowledge their understanding. The teacher will ask that parents review and sign the classroom rules and procedures brought home by students. In circumstances where student behavior violates the contract, students will receive positive reinforcement and a reminder of the consequences of their offenses. If necessary the teacher will call parents for support of on-task behaviors. In extreme circumstances, the teacher will refer the student to the school counselor and/or administration to discuss further interventions and actions.

1st Offense: Verbal Warning

2nd Offense: Parent email

3rd Offense: 250 page Art History paper/ Parent phone call

4th Offense: Counseling and/or detention

ART 1 CURRICULUM

GRADING PERIOD #1(DRAWING)

WRITTEN BY:Caleb Morris

WEEK 1

THEME: Emotion Through Line

DESCRIPTION: Students will create non-objective line art compositions that depict an emotion, whether it be one that they feel at the moment of creation, or the emotion of a memory that they would like to express. They will begin the process by looking at Artist Exemplars Jen Page, Daniel Jared, and Jean Myers. Then, they will compose 2 4x4 Sketches and choose their favorite sketch. After the sketches are complete, the student will choose their favorite composition to create their final composition with. The student will complete their final composition with Pen and Ink or Sharpie (color is allowed) on an 8x8 piece of paper.

OBJECTIVES:

The objective of this lesson is to introduce students to composition as well as the elements and principles of art vocabulary. This lesson is suited as a first project as it gauges student’s emotional capacity, as well as introduces art in a non-traditional way. Students that may not be comfortable with art and drawing realism may be comforted by this first project.

ARTISTS & ARTWORKS: Jen Page Daniel Jared Jean Myers	ELEMENTS & PRINCIPLES OF ART: Line Color (optional) Space Proportion Rhythm and Movement Unity
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WEEK 2

THEME: Personal Value Contour and Cross Contour

DESCRIPTION: Students will pick an organic object to draw using contour and cross contour. The only credentials for the organic form is that it has to be one that the students value. Whether it be a favorite fruit, or a wooden carving, etc. The students will complete 2 6x6 Sketches of their object or one that will be provided in class. The students will then complete a 9x12 drawing of their organic found object in cross contour with no value.

OBJECTIVES: The objective of this lesson is for students to understand contour and how to apply cross contour lines are a good entryway to get students to understand form and how it fits into space. Just like how the Line compositions relieve students of the pressure to draw well, I believe that contour and cross contour are a good introduction to realism with out trying to be too neat or accurate.

<p>ARTISTS & ARTWORKS: Ryu Sihyeong David Cunningham</p>	<p>ELEMENTS & PRINCIPLES OF ART: Line Form Shape Space Proportion</p>
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WEEK 3

THEME: Personal Value in Forms

DESCRIPTION: Similar to how the class chose their organic objects, the student will choose a man-made object that they value or have a personal connection with. The only thing that will change however, is that students will be given the criteria to choose objects of three different sizes, the first being Small, which would be an object of less than 6 inches tall or wide. The next is Medium, consisting of an object that is bigger than 6 inches tall and wide, but no larger than 1 foot tall or wide. The final size is Large, which consists of an object of 1-2 feet tall or wide. Once the student has chosen their object and brought them to class, the student will draw a 6x6 sketch of their man-made object with no value. Then, the class will compile their objects into a still life and draw the still life on a 9x12 piece of paper, depicting the objects forms with no value.

OBJECTIVES:

The objective of this lesson is to push students understanding form and how forms interact with each other in observational drawing. Of course, besides being a vital skill in drawing, form once again relieves students the pressure of drawing perfectly and also gets them to see their errors a little easier. It is vital in this lesson to make the still life a group effort as it makes the process more unique for each class as well as gives them the power to choose what they draw and what it means to them.

<p>ARTISTS & ARTWORKS: No artists found, Examples can be made.</p>	<p>ELEMENTS & PRINCIPLES OF ART: Line Shape Form Space Proportion Emphasis Balance</p>
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WEEK 4

THEME: Location (Value)

DESCRIPTION: Students will first make a basic ten-shade value scale on a 4x6 piece of paper to have an introduction to value. Then, students will draw 1-3 sketches of overlapping value spheres on a 4x6 piece of paper. After that, students will choose a background from a contemporary music video to draw. The students will be able to simplify the backgrounds, and are to take the people out of the background if there are any. They will then draw the background as well as 6 overlapping spheres with value on a 7x9 piece of paper. In the final composition, the students do not need to worry about textures, just forms with values.

OBJECTIVES: The objective of this lesson is to introduce students to value in a way that they may be more interested in how they see value. While the spheres are more rudimentary, the background is the main focus of the project. The spheres are there to give the students a reference as well as get them to apply their knowledge of value and space to apply the correct shades.

<p>ARTISTS & ARTWORKS: Ryan Adams “Lucky Now”</p>	<p>ELEMENTS & PRINCIPLES OF ART: Line Form Shape Space Value Proportion Unity Emphasis Repetition and Variety</p>
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WEEK 5

THEME: Location (Perspective)

DESCRIPTION:

Students will be given an interactive presentation over 1-point perspective in which they can follow along with. They will then draw a 6x6 “dream room” using one point perspective with value. After the 1-point perspective drawing, the students will be given a 2-point perspective interactive presentation. After the presentation, they will draw their “dream home” using value on an 8x11 piece of paper. During the process of making their dream room and house, students may look up whatever resources or references they need in order to execute their drawings successfully.

OBJECTIVES:

The objective of this lesson is to give students an understanding of perspective and how to apply it to their drawings. In order to make it more engaging for students, I wanted to give them something that they would feel personally invested in. This lesson is also one that sets up the rest of the semester for landscaping, so it is essential that the students understand perspective and how it applies to our art making.

<p>ARTISTS & ARTWORKS: Stanley Kubrick Jeff Prentice</p>	<p>ELEMENTS & PRINCIPLES OF ART: Line Form Shape Value Space Proportion Unity Repetition and Variety</p>
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WEEK 6

THEME: Location (Texture)

DESCRIPTION:

Students will be given an interactive presentation on textures in class. After, the class will be given a presentation on the Association for Creative Zoology. Students will then research two animals that they would like to combine based on the textures they want to create. Students will then draw their combination animal in their habitat with a focus on the textures presented in not only the animals themselves, but also the environment they would be in. The drawing will be on a 7x9 piece of paper.

OBJECTIVES:

The objectives of this lesson are to introduce texture to the students in a way that will challenge them to think critically about how to combine the animals of their choosing as well as their choice of habitat for their animal. Focusing on the textures also gives the students a new element of art to incorporate.

<p>ARTISTS & ARTWORKS: John Scopes <i>The Association for Creative Zoology</i>.</p>	<p>ELEMENTS & PRINCIPLES OF ART: Line Form Shape Value Space Texture Proportion Unity Rhythm and Movement Balance Repetition and Variety</p>
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WEEK 7

THEME: Expression (Landscape)

DESCRIPTION:

To begin the introduction to landscapes and landscaping, students will be given a presentation on the impressionist movement with artworks from Vincent Van Gough, Mary Cassat, and Kehinde Wiley featuring the landscapes they depict. Then, students will create a landscape in which their “dream home” will reside on a 9x12 piece of paper. Students will use everything they’ve learned up to this point on this drawing, such as 1-point or 2-point perspective, value, texture, etc.

OBJECTIVES:

This project is one that is supposed to challenge the students to use the knowledge they’ve gained over the semester. By using the “dream home” again, it gives students a chance to see how their skills have grown as well as give them a self made prompt for the location of their landscape. By giving the students the freedom to choose where they would want to live.

<p>ARTISTS & ARTWORKS: Vincent Van Gough Mary Cassat Kehinde Wiley</p>	<p>ELEMENTS & PRINCIPLES OF ART: Line Form Shape Value Space Texture Proportion Unity Rhythm and Movement Repetition and Variety</p>
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WEEK 8

THEME: Expression (Portraiture)

DESCRIPTION:

With the class having just learned about the impressionist movement as well as the contemporary artist Kehinde Wiley, the class will segue into portraiture. The first day will consist of going over the basic measurements of the face and generally showing how the artist exemplars depict the human form. Then, the students will be given the task of sketching their face on an 8 1/2 x 11 piece of paper. If needed, they can complete this for homework. They will then choose one mechanical augmentation to give to their self-portrait, such as a mechanical eye, a steel jaw, etc. The students will then have a picture taken of them with dynamic lighting to use as a reference. Using this reference, students will then draw their new self-portrait with an augmentation of their choosing on an 8 1/2 x 11 piece of paper.

OBJECTIVES:

The objective of this lesson is to introduce students to portraiture in a way that they may be relieved of some of the pressure of depicting everything hyper-realistically. Also, showing the artist exemplars is a key aspect of this lesson to expose the students to different ways portraiture can be used and the context of the depiction of the human form and the different implications in those depictions. This lesson is key for students to understand the human form and how to depict it.

<p>ARTISTS & ARTWORKS: Vincent Van Gough Mary Cassat Kehinde Wiley</p>	<p>ELEMENTS & PRINCIPLES OF ART: Line Form Shape Value Texture Space Proportion Unity Emphasis Pattern Balance</p>
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WEEK 9

THEME: Expression through Surrealistic Landscape

DESCRIPTION: Students will be given a presentation on Surrealism and be shown contemporary surrealistic artists as well as Salvador Dali and a brief overview of surrealism and how it applies to all kinds of media today. Then, students will be given the task of creating their own surrealistic landscape in which they can choose to depict a dream they had, an exaggeration of a past experience, or a landscape that pertains to their favorite thing to do. Students will use at least 1 anatomical feature in their drawing (such as an eye, nose, mouth, arm, etc.) as well as 2 textures, and an example of 1 or 2-point perspective with value. Students may also choose to use color pencils and blender pencils if they choose.

OBJECTIVES:

The main objective of this lesson is to combine the skills the students have been building over the course of the drawing section of the course. But, it is also to challenge students to creatively depict a landscape that has a personal meaning to each of them.

<p>ARTISTS & ARTWORKS: Jean Giraud Salvador Dali Roby Dwi Antono</p>	<p>ELEMENTS & PRINCIPLES OF ART: Line Color Form Shape Value Texture Space Proportion Unity Emphasis Rhythm and Movement Pattern Balance Repetition and Variety</p>
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ASSESSMENT

Informal Assessment: Periodically throughout each lesson, we will as a class evaluate each other's artworks as well as an Art criticism activity in the beginning of class.

Formal-Summative Assessment

Rubric: Every student will receive a rubric in which they will self-evaluate as well as one that I will evaluate.

Essay:

Portfolio: The students will be graded on their completeness of the projects they have had over the course of the 9 weeks.

Checklist: Students will be given a checklist on their Rubrics and will be the main criteria for grading the projects.

Peer/Group: Same with the Informal Assessment, periodically we will reflect on other's artworks to provide constructive criticism or give encouragement.

Self-Assessment: In the Rubric, students will assess their artwork and grade based on what they provide themselves.

Interview:

Authentic:

Other

REFERENCES

GRADING PERIOD 2

WRITTEN BY: Lindsay Leader

WEEK 10

THEME: Home

Introduction: House

DESCRIPTION:

In the first unit, the teacher will be introducing Color Theory using watercolor. This unit is approximately a 2 week long unit and will have 2 projects. This is a very crucial unit because in this unit students will not only learn how to mix colors, but also how to apply colors and understand how color functions in art. Students will also be breaking away from the traditional black and white pencil that they are comfortable with. Before students see a demonstration of creating a color wheel by using watercolor, the teacher will show <http://paletton.com/#uid=1000u0kllllaFw0g0qFqFg0w0aE>, a website that gets students to engage with color in many different ways. By showing this, students can look at how complimentary colors interact and it is a cool way to get students excited to learn about color.

Once projects are completed they will be turned in and after grading returned back to the students.

OBJECTIVES:

- 1.This will most likely be the first time any of the students have used watercolor so this will help ease students into the medium. The students will be given 1 scratch piece of watercolor paper where they will be practicing mixing colors and using a square wash brush, a small water container, and watercolor pan set.
- 2.Then on a blank 9x12 watercolor paper students will create the color wheel as well as two horizontal scales containing six boxes each: one for tint and one for shade. On the board there will be an example of the final product to help guide students in the right direction of the order in which the colors should appear.

<p>ARTISTS & ARTWORKS: Morgan Davidson-Fall Girl, Luqman Reza Mulyono-Journey to the East</p>	<p>ELEMENTS & PRINCIPLES OF ART: Color, Value</p>
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WEEK 11

THEME: House

DESCRIPTION:

This project is where the sub theme house is introduced. Painting will be taught by using the big idea: home and by three sub themes that explain the big idea, which are: house, family/friends, and community. In week 2, students will be creating a color swatches of a personal object from home with analogous colors. The object will be drawn three times on watercolor paper and by choosing one primary color and using the two adjacent colors, students will create a value scale onto there drawn object. This way students will have personal connection to this piece, while learning art vocabulary. For advanced students, tin addition to the analogous color swatches, they can also create other swatches such as complementary, split complementary, triad colors, etc. Afterwards, all of the color swatches will be put together with a brass split push pin and then place on the demonstration table so the class can critique and discuss their own color swatches.

OBJECTIVES:

*Given a presentation including the artist Van Gogh, Picasso, and Jason Siew. Students will be also given a vocabulary list to further their knowledge in color theory and to make sure students understand these terms they will then be required to take a vocabulary quiz after the project is completed. Students will bring a personal object from home and sketch the object. Afterwards students will copy that image three times and underneath the object the student will have a value scale of six boxes.

*From there students will chose analogous colors and create the value scale first and then use that value scale to fill in the object at the top. This way the students can not only see the value, but also see how the value scale can be applied. Then the students will combine the swatches with a push pin and post the swatches on the board for critique.

<p>ARTISTS & ARTWORKS: Van Gogh-Sunflowers, Picasso-The Old Guitarist, Jason Siew-Strike A Pose</p>	<p>ELEMENTS & PRINCIPLES OF ART: Color, Form, Unity, Shape</p>
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WEEK 12

THEME: House

DESCRIPTION:

This will be the last week students use watercolor before the next paint medium, acrylic. During this week students will create a 4x6 post card of their dream home in the analogous colors from the swatches they created from the previous week. This way students can use there artwork, the color swatches, as a tool to guide them with there final project for this unit. Students will see some examples of Bob Ross and Richard Sneyary of Idealic places some of houses and some of just beautiful places. to sketch their dream home and after approval students will then redraw there sketch on a 4x6 watercolor paper in the analogous colors from there color swatches. This project is only given a week, but the landscape is small and simplified in color so students will be able to utilize the week of time wisely.

OBJECTIVES:

1. Given a presentation including the artist Bob Ross and Richard Sneary. Looking closely at the watercolor artist Richard Sneary and his Back Yards and On Dover Road. These are Idealic and charming landscapes of homes. Students will sketch there dream home and the teacher will approve the sketch before the final water color paper is passed out.
2. Students will be given one 4x6 piece of water color, where they will finalize there sketch and create a detailed analogous painting of their dream home.

ARTISTS & ARTWORKS: Bob Ross, Richard Sneary	ELEMENTS & PRINCIPLES OF ART: Color, Space, Unity, Rhythm, Value
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WEEK 13

THEME: Friends/Family

DESCRIPTION:

Students will be introduced to the sub theme friends/family, which coincides with the big idea of home. Home doesn't always have to be a house, apartment, room, or any other place, but a person. Sometimes a person feel more like home. This idea of home is mainly for the students to look for or recognize these feelings of comfort and safety. Since a new medium, Tempra paint, will be introduced in this unit students will have one week to work on a diptych of a friend/family member by using Andy Warhol's Marilyn Diptych. This where students can really explore color through the relationship they have with the subject matter. After the project is completed students will pin there work to the bulletin board for a short informal critique. This critique will focus more on the meaning and connection the students had with the process and final product of their piece.

OBJECTIVES:

1. After a short presentation of Pop Artist including Andy Warhol, students will bring to class a photo of a family/friend and draw this 3 times on a 4x16 strip of paper. Afterwards, students will paint with Tempra paints one monochromatic, one complimentary, and the last one will be analogous colors.
2. Students can see how each subject is the same, but uses different color schemes.

ARTISTS & ARTWORKS:
Andy Warhol, Marilyn Diptych

ELEMENTS & PRINCIPLES OF ART:
Color, Value

WEEK 14

THEME: Friends/Family

DESCRIPTION:

“Where words fail, music speaks,” Hans Christian Andersen. Music is something that speaks to everyone. When walking around a school during passing period or even seeing students waiting at a bus stop those earbuds are always plugged in. Ask any student who their favorite band is or what their favorite song is they will list ten and talk for hours about it. As a teacher building friendships and relationships is very important in high school. Whether it’s making a new friend or a having a boyfriend/girlfriend or even building a stronger relationship with parents to earn more trust. The social aspect of life is very dominant for students when looking at Maslow’s Hierarchy of Needs. In this project students will be choosing a family member or friend that they care most about and with music will find the perfect song that best fits describes that friendship or relationship. This can be a song they both enjoy or maybe just a song that reminds the student of that friend or family member, it is up to the student to decide. After a friend or family member as well as the song is chosen and approved, students will then research references that relate to the students relationship or friendship, which will be used to depict the song. To give students an idea of some great story telling, the teacher will present a power point presentation using illustrators such as Victo Ngai’s Awe of Height and Internet Distraction as well as other illustrators like Lois Van Baarle, Trouble Letting Go. With these examples, students will be able to let their creativity and imagination flow. Students need 5 reference images that best describe the friend or family member, like a watch, a purse, mismatched socks, etc. The expectation is to have students are create artwork that they build a personal bond with and this will be discussed during a full day critique.

OBJECTIVES:

1. Students will be given one day to listen to music, while sketching ideas for who they would like to incorporate into their painting through a song. Before the

project is started a powerpoint presentation on artist Victo Ngai's Awe of Height and Internet Distraction as well as other illustrators like Lois Van Baarle with her piece Trouble Letting Go to stimulate ideas and creativity. Students will be required to incorporate one visual texture in this piece to demonstrate their knowledge of the element. Students need 5 reference images that best describe this friend or family member.

2. Once the sketch has been approved students will receive an 18x24 watercolor paper and a watercolor pan set. Students will gesture the sketch into place by free hand and then will apply watercolors.

<p>ARTISTS & ARTWORKS: Victo Ngai's-Awe of Height and Internet Distraction, Lois Van Baarle-Trouble Letting Go</p>	<p>ELEMENTS & PRINCIPLES OF ART: Color, Rhythm, Line, Emphasis, Proportion, Movement, Unity, Texture, Value</p>
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WEEK 15

THEME: Friends/Family

DESCRIPTION: Continued. "Where words fail, music speaks," Hans Christian Andersen. Music is something that speaks to everyone. When walking around a school during passing period or even seeing students waiting at a bus stop those earbuds are always plugged in. Ask any student who their favorite band is or what their favorite song is they will list ten and talk for hours about it. As a teacher building friendships and relationships is very important in high school. Whether it's making a new friend or a having a boyfriend/girlfriend or even building a stronger relationship with parents to earn more trust. The social aspect of life is very dominant for students when looking at Maslow's Hierarchy of Needs. In this project students will be choosing a family member or friend that they care most about and with music will find the perfect song that best fits describes that friendship or relationship. This can be a song they both enjoy or maybe just a song that reminds the student of that friend or family member, it is up to the student to decide. After a friend or family member as well as the song is chosen and approved, students will then research references that relate to the students relationship or friendship, which will be used to depict the song. To give students an idea of some great story telling, the teacher will present a power point presentation using illustrators such as Victo Ngai's Awe of Height and Internet Distraction as well as other illustrators like Lois Van Baarle, Trouble Letting Go. With these examples, students will be able to let their creativity and imagination flow. Students need 5 reference images that best

describe the friend or family member, like a watch, a purse, mismatched socks, etc. The expectation is to have students create artwork that they build a personal bond with and this will be discussed during a full day critique.

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1. Students will be given one day to listen to music, while sketching ideas for who they would like to incorporate into their painting through a song. Before the project is started a powerpoint presentation on artist Victor Ngai's Awe of Height and Internet Distraction as well as other illustrators like Lois Van Baarle with her piece Trouble Letting Go to stimulate ideas and creativity. Students will be required to incorporate one visual texture in this piece to demonstrate their knowledge of the element. Students need 5 reference images that best describe this friend or family member.
2. Once the sketch has been approved students will receive an 18x24 watercolor paper and a watercolor pan set. Students will gesture the sketch into place by free hand and then will apply watercolors.

<p>ARTISTS & ARTWORKS: Paul Gauguin-Self Portrait in a Hat, Henri Matisse-The Open Window, Collioure (1905), and André Derain- Portrait of Henri Matisse (1906)</p>	<p>ELEMENTS & PRINCIPLES OF ART: Color, Shape, Form, Line, Emphasis, Proportion, Balance</p>
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WEEK 16

THEME: Community

DESCRIPTION:

This project is going to demonstrate not only the students skills that they have learned with painting, but also their overall knowledge of color. Students will be painting self portraits with images of there community projected over their faces. One class day will be spent outside to get students thinking about what pictures they will take and even if something inspires them they can photograph that inspiration for their project. This part of the project is very crucial and requires lots of critical thinking because the student is finding personal meaning in there community and by displaying this image of community over them they will be creating a real connection with community. Then the teacher will

give a powerpoint presentation introducing fauvism and artist such as Paul Gauguin, Henri Matisse, and André Derain. Using color filters in photoshop there will be a couple default filters for the students to chose from so that not too much time is spent on messing with filters. This part would seem time consuming, but in actuality the same color filter would be applied to each photo the student brings in. These photos can be taken from their phones, but camera's are preferred. This is a personal project where students are opening there eyes to the beautiful or not so beautiful parts of their home town. Many students walk the same route to school everyday not realizing the visuals around them, like a park or mural. This also can coincide with the students own self beauty. The goal of this project is to get students to see the possibilities around them by looking more closely in the community that they live in. Thus, have more of an appreciation or respect for not only their community, but also themselves.

OBJECTIVES:

1. Students will have one class day to go outside and open their eyes to there community and take pictures if they get inspired. Students will bring photographs of their community to class. A powerpoint presentation will then be given to students over fauvism with artist such as Paul Gauguin, Henri Matisse, and André Derain. This is to show how expressive color can be and students will then use pre defaulted filters over their pictures. Then using a projector the images will be displayed over there faces and they will be photographed.
2. Once the self portraits are taken students will then have the pictures printed and will use a grid over the image. Then grid their 18x24 canvas and recreate the image using acrylic.

<p>ARTISTS & ARTWORKS: Victo Ngai's-Awe of Height and Internet Distraction, Lois Van Baarle-Trouble Letting Go</p>	<p>ELEMENTS & PRINCIPLES OF ART: Color, Shape, Form, Line, Emphasis, Proportion, Balance</p>
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WEEK 17

THEME: Community

DESCRIPTION:

Continued. This project is going to demonstrate not only the students skills that they have learned with painting, but also their overall knowledge of color. Students will be painting self portraits with images of there community projected over their faces. One class day will be spent outside to get students thinking about what pictures they will take and even if something inspires them they can photograph that inspiration for their project. This part of the project is very crucial and requires lots of critical thinking because the student is finding personal meaning in there community and by displaying this image of community over them they will be creating a real connection with community. Then the teacher will give a powerpoint presentation introducing fauvism and artist such as Paul Gauguin, Henri Matisse, and André Derain. Using color filters in photoshop there will be a couple default filters for the students to chose from so that not too much time is spent on messing with filters. This part would seem time consuming, but in actuality the same color filter would be applied to each photo the student brings in. These photos can be taken from their phones, but camera's are preferred. This is a personal project where students are opening there eyes to the beautiful or not so beautiful parts of their home town. Many students walk the same route to school everyday not realizing the visuals around them, like a park or mural. This also can coincide with the students own self beauty. The goal of this project is to get students to see the possibilities around them by looking more closely in the community that they live in. Thus, have more of an appreciation or respect for not only their community, but also themselves.

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2. Once the self portraits are taken students will then have the pictures printed and will use a grid over the image. Then grid their 18x24 canvas and recreate the image using acrylic.

<p>ARTISTS & ARTWORKS: Paul Gauguin-Self Portrait in a Hat, Henri Matisse-The Open Window, Collioure (1905), and André Derain- Portrait of Henri Matisse (1906)</p>	<p>ELEMENTS & PRINCIPLES OF ART: Color, Shape, Form, Line, Emphasis, Proportion, Balance</p>
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WEEK 18

THEME: Community

DESCRIPTION:

The last project is going to focus on giving back to the community. Anything that helps students get involved in volunteering and community-service is the most beneficial and impactful act that a student or person can achieve. When students are involved in there community they see the change and difference they are making. They see how a little of their time goes a long way and helps them to reflect on what is important. This project is going to involve a mason jar or any jar that students will eventually fill with art supplies by the end of the year and donate the jars to students in need. This project is also a segue to what students will be learning in there next three weeks, sculpture. Students will be personalizing the mason jar with acrylic paint and the subject matter will be based on “Feeling Good.” Students are not only putting positive items into the jar, but also positive imagery on the outside of the jar. This is demonstrating to students that art can be more than something you do for fun and it can mean more when it is something that you do for someone else.

OBJECTIVES:

1. Each student will be required to bring in a glass jar to class. The teacher will have extra jars just incase students forgot or couldn't afford one. Using acrylic paints, students will design positive imagery onto the jars. Students will be given lots of freedom on this so that they can reflect on all that they have learned. This will give students a chance to express their own creativity and channel their own style. Students will find their own inner artist.
2. Afterwards students will collect art supplies for the rest of the year to put into the jar.

ARTISTS & ARTWORKS:	ELEMENTS & PRINCIPLES OF ART: Color, Shape, Form, Line, Emphasis, Proportion, Balance, Texture, Space, Unity, Variety, Movement, Rhythm.
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ASSESSMENT

Informal Assessment: Each week the teacher will use informal assessment to observe that students are on task and understand class assignments.

Formal-Summative Assessment

Rubric: Studio Projects in Weeks 10-18 will be measured using a rubric for both project and critique.

Portfolio: Students will develop a portfolio in the first week of class and will continue to put final projects into the portfolio until the end of the 18 weeks.

Test/Quiz: There will be a vocabulary quiz given in week 11.

Checklist: Students will be given an project objective and description in the beginning of every project so there is no confusion on the assignment.

Peer/Group: Students will engage in class critiques.

Self-Assessment: During Weeks 10-18 students will discuss one on one with the teacher throughout class to discuss progress and improvement.

Other

REFERENCES

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https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs

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GRADING PERIOD 3

WRITTEN BY: Kerri Anne Burke-White

WEEK 19

THEME: Identification- What's In A Thing?

DESCRIPTION:

The purpose of this lesson is to get students in the right mind set for the next grading period. Students will be focusing on three dimensional design and grading will rely heavily on their written responses to class projects and critiques. For high school students, understanding aesthetics and assessing the success or failure of a piece is a daunting, often fruitless task. "I like it," or "it looks cool" are the normal responses when asked to share their thoughts on a piece. A student's ability to describe what they see in a 3-D object is critical to the development of a common language between artists. It gives them a specialized vocabulary that helps them describe what they're seeing and improves their visual literacy. Creating a filter to narrow a student's focus when describing what they "see" is essential. For this lesson, formalism will be used as the filter. Formalism in this discussion means that the artist successfully applied the elements of art and principles of design in their work. Students will examine and discuss the components of the sculpture Gandydancer's Dream by Mark di Suvero and have a class debate on whether or not the sculpture was successful as formal design. Students will also write a 200 word essay on their experience with this method of learning and if they felt it was relevant to increasing their verbal observation skills. Students will then create a sculpture that shows their understanding of how flat shapes can turn into form.

OBJECTIVES:

*Given examples of Mark di Suvero's work, students will examine and discuss the components of the sculpture Gandydancer's Dream.

*Students will be asked to write a 5 minute response to the sculpture and how it might be considered a "formal" design.

*Students will debate with the class their thoughts and observations. By looking critically at this sculpture, students will understand the use of elements and principles.

*In their journals, students will write a critical essay response of their final judgement using at least 5 principles and elements in their explanations.

*They will then use flat shapes and wire to create their own sculpture, which incorporates balance, rhythm, movement, and 1 principle or element of their choice.

<p>ARTISTS & ARTWORKS: Mark di Suvero-<i>Gandydancers Series</i></p>	<p>ELEMENTS & PRINCIPLES OF ART: Students will identify these themselves in critiquing the sculpture -Balance, Rhythm, Movement for student sculpture</p>
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WEEK 20



THEME: Identification -What's In A Name?

DESCRIPTION:

During free draw and journal decoration, students tend to gravitate towards writing their name in bubble letters, graffiti, or fancy script. A name can create an identity, something we value as uniquely ours. In most communities today, there is a mixture of cultures and traditions that create new experiences for everyone. Likewise, school systems see an influx of children with names that are not familiar, or hard to pronounce, to the dominant demographic of those with European, Anglo-Saxon decent. Why do we not see these students doing the same with their names as we do with the majority? Why is it that teachers here the words “ Whatever is fine” when asked the correct pronunciation of their names? The Washington Post ran an article about an 11th grade teacher who had concerns about how these students were being marginalized. The teacher, wanting to remain anonymous states “My students take a lot of pride in their families, their churches, and also their names. Many of them are named for other members of family. What I hate is that they can be so timid about correcting adults who mispronounce their names. Never, before this year, had I thought about the learned behavior that causes this.Maybe, it’s because of years of being treated like “the other,” from seeing, hearing, and learning from the experiences of people they know. From the experiences of people like them, they have learned to bow all too quickly to authority figures—even when it comes to how to properly pronounce a name...how to distinguish them from the other students around them....I want them to know that people respect them, their culture, and their individuality.Most importantly, I want my students to know that I respect them for the whole person they are, including their beautiful names that are sometimes difficult to pronounce (Strauss,2014).” Feeling this concern deeply, the purpose of this project is for students to take pride in their names and turn them into a work of art that they can identify with. Students will research the origin and meaning of their first names. Students will create a string art design of their first name that can be used to decorate their personal space at home. Upon completing their projects, students will present each piece to the class and announce the origins and meanings of their names during the class critique. Students will journal a short paragraph on whether they think the meaning of their name matches up with their self-perceptions.

OBJECTIVES:

*Given a presentation on string artists Zenyk Palagniuk, Kumi Yamashita, and Julian Saluud, the students will then watch the teacher give a demonstration on the string art process.

*Students will begin researching the meaning of their names and create ,on the computer, a design of their name to be printed out. The design will be pinned to a piece of wood that will be provided by the teacher. The student will hammer nails onto the design, outlining their printed name.

*Students will use no less than 2 colors of string and no more than 5 colors of string for this project. The design will show creative color choices, line, form, and movement.

*Students will engage in a class presentation of their finished pieces and reveal to the class the meaning of their name.

*Students will write a short paragraph in their journals on whether or not the meaning of their name matches up with their self-perceptions.

ARTISTS & ARTWORKS: Zenyk Palagniuk-<i>Justin</i> (filmed by Vova Zagranovsky) Kumi Yamashita-<i>Constellation Series</i> Julian Saluud-<i>Stellar Cave Series</i>	ELEMENTS & PRINCIPLES OF ART: Color,Line, Line Form, Movement
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WEEK 21

THEME: Sustainability-Reduce, Reuse, Recycle

DESCRIPTION:

In the first 2 grading periods, students learned the importance of art and it's meaning in their daily lives. From learning about the art process, students understand when making art, choosing a medium is an innate response for artists. However, the purpose of this unit is for students to make a *conscious* decision of the materials they use for artworks. As the world population grows, each human being adds significant waste to the planet over their lifetime. Students will look to their lifestyles for their inspiration and art mediums for this unit. As a means to explore the idea of sustainability, students will look to artists who repurpose/recycle the consumables that are found around them. Students will also examine what they have in their homes that can be repurposed and

how they can become more mindful consumers. To start the unit off, students will research, during class, the organization Art for Water. Also, there will be a guest speaker, Nashville native and eco-minimalist Audrey Holmes, who currently reduces personal waste down to a 1/2 gallon a month! She will speak to students about her reasons and methods on sustainability. Students will be asked to write in their journals the goals of the organization, Art for Water, and how art can make the community aware of critical issues in the world. They will also write on personal experiences with recycling and reflect on how they can continue reduce/reuse waste in their lives. Using plastic water bottles as an art material, students will create a themed, 3-D construction that is inspired by their research.

OBJECTIVES:

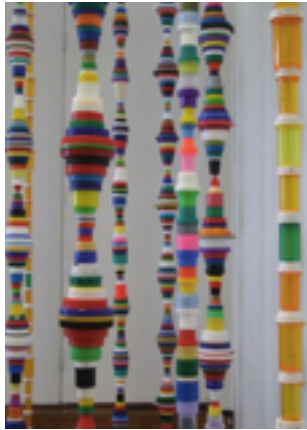
*Given examples of sculpted water bottles from the artist Christine Destrempes, Rod Pujante, Phe Sophon, Soo Sunny Park, examples of other uses for water bottles other than art, and statistics of water bottle usage, students will create a 3-D construction using water bottles.

*The student will make either 3 small sculptures or 1 larger sculpture no larger than 2ft.-3Ft. in height and 2ft.-3ft in width. Student designs will demonstrate rhythm, balance, and unity.

*After completing their projects, students will write a 1 page response to the experience of the art making process using plastic bottles as their medium. The essay will include at least 1 artist reference, 3 related vocabulary words, and 1 relatable experience to the guest speaker.

<p>ARTISTS & ARTWORKS: Christine Destrempes <i>13,699</i> Rod Pujante <i>Blooms</i> Phe Sophon <i>Teardrops</i> Soo Sunny Park <i>Vapor Slide</i></p>	<p>ELEMENTS & PRINCIPLES OF ART: Rhythm, Balance, Unity</p>
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WEEK 22



THEME: Sustainability- Reuse

DESCRIPTION:

The purpose of this activity is to provide students the opportunity to use something that is not recyclable and reuse it to make art. Nashville Public Radio related (Pesca,2008) that plastic water bottle caps and caps made for most containers cannot be recycled due to the difference in chemical content (Pesca,2008). While we try to educate others on the benefits of recycling, we might not think about those things that *cannot* be recycled. Asking the question of students, “Should the community encourage companies to make products/packaging that can only be reused? Should we even buy things that cannot be completely recycled ?” Looking at artists who use bottle caps as their art medium of choice and studying Brancusi’s use of form, students will design their own vertical sculpture individually and within a group . After the completion of the project, students will engage in class critique and make comments in their journals on classmates observations of their pieces. Students will also write a minimum 150 word summary of the art process and their experience of working within a group.

OBJECTIVES:

*Given a PowerPoint presentation on artist Constantine Brancusi, Mary Ellen Croteau, Arunkumar H.G, and George Sabra, students will work in groups to create a sculpture out of various plastic bottle caps.

*Using the artist Brancusi's *Bird in Space* and *Endless Column* as inspiration, students will use bottle caps for their sculptural pieces. Each student will contribute to the sculpture by creating vertical forms. Each form will be arranged onto a base/platform and attached through demonstrated methods. The columns should be at a minimum of 1 ft. and a maximum of 3ft. Students will show use of variety, repetition, form, and balance within their sculpture.

*Students will have a group discussion on the aesthetic and formal qualities of their sculptures. After the group critique, students will write a one paragraph response in their journals to describe their experience and observations on making art from materials that would end up in a land fill if not used in their sculptures.

*Students will write a 150 word summary of the art process and their experience of working within a group.

<p>ARTISTS & ARTWORKS: Constantine Brancusi- <i>Bird in Space, Endless Column</i></p> <p>George Sabra- <i>Untitled</i>, Public works sculpture</p> <p>Mary Ellen Croteau- <i>Ibid</i></p> <p>Arunkumare H.G- <i>Wave</i></p>	<p>ELEMENTS & PRINCIPLES OF ART:</p> <p>Color, Variety, Form, Repetition, Balance</p>
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WEEK 23

THEME: Sustainability-Recycle

DESCRIPTION: A study of the history of paper and its now ubiquitous presence, will alert students to the over consumption of paper and the ecological ramifications of making new paper as opposed to recycling it. It is important for students to value the items they use on a daily basis. Understanding the origins of paper in China, how it's made, and how its use spread, students will learn the process of paper making. They will experience the same techniques that were used and make the same aesthetic choices as those in the past when making their own paper out of household paper products. Looking at artists, Inga Hunter, Michelle Samour, and Dobbin Mill Studio, students will understand various ways handmade paper can be used in artworks. For the 3-D aspect of this project, students will learn the cultural art of Japanese book binding by creating a small book with their handmade paper. Students will have a paper exchange so that they can create a book with a variety of papers. Students will explain in a class critique the types of paper materials found at home that were used in both the paper making and book binding.

OBJECTIVES:

*Students will collect various paper products around the home 1 week ahead of project execution. Given a PowerPoint presentation on the history of paper making in China, artist examples, and Japanese book binding, students will participate in the paper making process.

*Students will produce as many 5x7 in. pieces of paper that can be made with combined class paper pulp. Students will be able to color the paper and add other natural elements to show variety, contrast, and texture.

*Students will use 2 pieces of cardboard measured 6x8 in. to use for book cover. The book cover design and binding thread choice will show consideration of proportion, color combination, and emphasis

*Students will explain in a class critique the types of paper materials found at home that were used in both their paper making and book binding project.

ARTISTS & ARTWORKS:Inga Hunter- *bok*Michelle Samour-*Emergence*Dobbin Mill Studio-*Light Flutter of a Butterfly's Visit***ELEMENTS & PRINCIPLES OF ART:**

Variety, Contrast, Texture, Proportion, Color, Emphasis

WEEK 24**THEME:** Transformation-Human to Nature or Animal**(Continued in Week 25; Different objectives met each week)****DESCRIPTION:**

“Stories about people transforming, often agonizingly, from one shape to another are not just ancient, they're primal. They occupied the earliest storytellers and continue to occupy us now. While they may be old, they're by no means primitive. At their best, they're an expression of a more invisible change: a person's progression into someone better, or their degeneration into someone worse(Shaw, 20120).” Today's pop culture is inundated with stories of superheroes, meta-humans, and normal people “turning” into something...more, or...less. Along with these powers and realizations, moral and ethical ambiguities can arise. Why are these stories so fascinating to students? Perhaps they find comfort in knowing that the world can still be a magical, mystical place. Perhaps, they like the idea of something dramatically changing their lives in such an irrevocable way, that it appears destined. Perhaps, it's just a simple matter of standing out, being “special.” Finding out those answers is the impetus for this project. Students will look to the past, present , and future to understand that their feelings are not cosmically unique.

Civilizations have always had creation myths, stories of good/evil issues, and ways to explain unusual events or people. The theme of transformation can take many forms. However, for the next two weeks, students will form, in clay, their own transformations of one who is becoming a natural or animalian entity. Because of the complexity of the clay medium, students will be given tutorials and demonstrations on slab and coil techniques for the first 2 class sessions of this project. The artist resources draw from ancient literature to popular movies. Because comprehension of this lesson's materials is essential, students will openly discuss these ideas after each reading and artwork comparison. Students will sketch ideas of their own transformations and present them to the class for clarification and suggestion. Due to the time frame of this project, students will be asked to construct only one small area of the human body into their transformative entity. Students will use paint to detail their works, instead of glaze, so that a more modern look will evolve. After the completion of this project, students will have an informal critique. Students will also write a 150 page essay on what they chose to transform into and why.

OBJECTIVES:

*Students will describe how the particular elements in the written descriptions add to the visual richness and complexity of the artworks.

*Students will be able to read and analyze ancient and modern texts. Students will be able to interpret and compare literary and visual works of art.

*Given a PowerPoint presentation on the work of Jan Boeckhorst, Neill Blomkamp, Miyazaki, Kate McDowell, Moran Orrin , and Marvel Comics, students will engage in a class discussion on the "otherworldly" and aesthetic qualities of all the resources used.

*For homework after the PowerPoint presentations, students will come up with 3 designs of their transformations, either into nature or an animal. These ideas will be sketched in their journals and brought to class the next day.

*After visual demonstrations of the coil and slab method in ceramics, students will practice on making a hollow form, no larger than 12"x12" as a base for their project.

ARTISTS & ARTWORKS:

The Wild Swans by Hans Christian Andersen

Apollo and Daphne from Ovid's **Metamorphoses**

Jan Boeckhorst- ***Apollo and Daphne***

District 9 directed by Neill Blomkamp

Howl's Moving Castle directed by Miyazaki

(Heroes/Heroines of color) from the **X-Men**, Marvel Comics

Kate McDowell-Variou**s** ceramic works

Moran Herrin-Variou**s** works

ELEMENTS & PRINCIPLES OF ART:

Movement, Balance(symmetrical, radial, and/or asymmetrical), **Proportion, Form, Color, Variety, Repetition, and Unity.**

WEEK 25

THEME: Transformation-Human to Nature/Animal
(Continuation of Week 22; Different objectives are met each week)

DESCRIPTION:

“Stories about people transforming, often agonizingly, from one shape to another are not just ancient, they're primal. They occupied the earliest storytellers and continue to occupy us now. While they may be old, they're by no means primitive. At their best, they're an expression of a more invisible change: a person's progression into someone better, or their degeneration into someone worse(Shaw, 20120).” Today's pop culture is inundated with stories of superheroes, meta-humans, and normal people “turning” into something...more. Along with these powers and realizations, ethical ambiguities can arise. Why are these stories so fascinating to students? Perhaps they find comfort in knowing that the world can still be a magical, mystical place. Perhaps, they like the idea of something dramatically changing their lives in such an irrevocable way, that it appears destined. Perhaps, it's just a simple matter of standing out, being “special.” Finding out those answers is the impetus for this project. Students will look to the past to understand that their feelings are not cosmically unique. Civilizations have always had creation myths, stories of moral/ethical issues, and ways to explain unusual events. The theme of transformation can take many forms. However, for the next two weeks, students will form, in clay, their own transformations of one who is becoming a natural or animalian entity. Because of the complexity of the clay medium, students will be given tutorials and demonstrations on slab and coil techniques for the first 2 class sessions of this project. The artist resources draw from ancient literature to popular movies. Because comprehension of this lesson's materials is essential, students will openly discuss these ideas after each reading and artwork comparison. Students will sketch ideas of their own transformations and present them to the class for clarification and suggestion. Due to the time frame of this project, students will be asked to construct only one small area of the human body into their transformative entity. Students will use paint to detail their works, instead of glaze, so that a more modern look will evolve. After the completion of this project, students will have an informal critique. Students will also write a 200 word essay on what they chose to transform into and why.

OBJECTIVES:

*Students will begin working on their ideas in clay after they have discussed which design they are choosing, and why, with the teacher.

*Students will create a design no larger than 12"x12" and no smaller than 5"x5." The design will reference movement, balance(symmetrical, radial, and/or asymmetrical), proportion, form, color, and unity.

*Students will paint their works upon the hardening of clay(either air-dry or kiln). The painting should show care and precision where necessary.

*Because students are expected to have knowledge of each other's pieces throughout the art making process, the class will have a "walk through" discussion of final pieces and not a formal critique.

*Students will write a 200 word essay on what they chose to transform into and why. The essay should include 2 art vocabulary words in reference to their research.

*Students will also address the question of how they would feel to be transformed forever.

<p>ARTISTS & ARTWORKS: <u>The Wild Swans</u> by Hans Christian Andersen</p> <p><i>Apollo and Daphne</i> from Ovid's <u>Metamorphoses</u></p> <p>Jan Boeckhorst- <i>Apollo and Daphne</i></p> <p><i>District 9</i> directed by Neill Blomkamp</p> <p><i>Howl's Moving Castle</i> directed by Miyazaki</p> <p>(Heroes/Heroines of color) from the <u>X-Men</u>, Marvel Comics</p> <p>Kate McDowell-Variou ceramic works</p> <p>Moran Herrin-Variou works</p>	<p>ELEMENTS & PRINCIPLES OF ART: Movement, Balance(symmetrical, radial, and/or asymmetrical), Proportion, Form, Color, Variety, Repetition, and Unity.</p>
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WEEK 26

THEME: Transformation-Metaphoric Self Portrait Sculptures
(Continued into Week 27 ;Different objectives are met for each week)

DESCRIPTION:

“Beyond representing one’s physical attributes, self-portraiture can also serve to announce one’s place in society, or one’s style. The imagery of a self-portrait is more of a self analysis that is created to help better understand ourselves(Mathe,2013).” In keeping with the theme of transformation, students will ask many questions of themselves and respond metaphorically through art, transforming attributes to objects. To better our understanding of a subject in a visual way, there is a deluge of metaphors in our daily speech. Metaphor will take take on many forms in the execution of this project. By posing questions to students about what they should consider when coming up with ideas for their self-portrait, they will engage in an internal process of making connections of personality traits to inanimate objects. They will be asked to describe and analyze themselves and how they relate to the world and to think of symbols / actions that represent who they are. Students will be asked to explain ,visually, how to

capture the essence of something, rather than being literal or clichéd. Students will use their self analysis to create a 3-D or relief sculpture with paper, plaster, wood ,fabric, and personal/found objects that best represent their “metaphoric” findings.

OBJECTIVES:

*After watching the Art:21 sections on Betye and Alison Saars, and examining the artwork of Jean Michele Basquiat, Frida Kahlo, Louise Nevelson, and Joseph Cornell, students will make a list of 100 things/objects/symbols/places that represent themselves.

*Students will think of more imaginative and creative ways of addressing topics by asking and answering these questions in their journal:

How* do you fit into society / school?How do you relate or react to your family / peers?
Do you have any traditions your family follows? Do you come from another country or culture? Does religion play a part in your life?What passions do you have? What liberates you? What confines you?What best represents you: Body, Mind, Spirit, or Society?What passions do you have? What liberates you? What confines you?
What best represents you: Body, Mind, Spirit, or Society?

*Students will sketch a design in their journal,that synthesizes art concepts and skills in works that are personally, socio-culturally and aesthetically meaningful.

<p>ARTISTS & ARTWORKS: Betye and Alison Saars- <i>Art:21</i> interviews</p> <p>Louise Nevelson-<i>Sky Cathedral Series</i></p> <p>Joseph Cornell-<i>Cockatoo, Construction</i></p> <p>Jean Michele Basquiat-<i>Crown, Skull</i></p> <p>Frida Kahlo- <i>The Wounded Deer, The Two Fridas</i></p>	<p>ELEMENTS & PRINCIPLES OF ART: Line, Color, Shape, Texture, Value, Rhythm</p>
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WEEK 27

THEME: Transformation-Metaphoric Self Portrait Sculptures
(Continuation of Week 26)

DESCRIPTION:

“Beyond representing one’s physical attributes, self-portraiture can also serve to announce one’s place in society, or one’s style. The imagery of a self-portrait is more of a self analysis that is created to help better understand ourselves (Mathe,2013).” In keeping with the theme of transformation, students will ask many questions of themselves and respond metaphorically through art, transforming attributes to objects. To better our understanding of a subject in a visual way, there is a deluge of metaphors in our daily speech. Metaphor will take take on many forms in the execution of this project. By posing questions to students about what they should consider when coming up with ideas for their self-portrait, they will engage in an internal process of making connections of personality traits to inanimate objects. They will be asked to describe and analyze themselves and how they relate to the world and to think of symbols / actions that represent who they are. Students will be asked to explain,visually, how to capture the essence of something, rather than being literal or clichéd. Students will use

their self analysis to create a 3-D or relief sculpture with paper, plaster, wood ,fabric, and personal/found objects that best represent their “metaphoric” findings.

OBJECTIVES:

*Students will sculpturally and metaphorically translate their concepts into a 3D/relief form that utilizes the appropriate use of media and exhibits the technical skills that relay the meaning of their self-portrait.

*Students will answer in complete sentences these art criticism questions and in no less than 150 words, how they incorporated some of them into their artwork:

Have you done anything special with the use of the art elements (line, color, shape, texture, value)? 2. What are some of the dominant shapes, expressive forms, color schemes, and textures that carry significance in this artwork? 3. Is the work ordered/ balanced? Or chaotic/disturbing? What makes for the order or chaos? Would you use words such as unity, variety, contrast, balance, movement, and rhythm to describe fo*rmal characteristics of this work? 4. Describe the quality of execution and technique. What gives the work its uniqueness? 5. Does the work evoke any feelings? To what do you ascribe your feeling – the use if colors, shapes, technique, theme? 6. Is there "symbolism" used in the work to convey meaning other than what one sees?

<p>ARTISTS & ARTWORKS: Betye and Alison Saars- <i>Art:21</i> interviews</p> <p>Louise Nevelson-<i>Sky Cathedral Series</i></p> <p>Joseph Cornell-<i>Cockatoo, Construction</i></p> <p>Jean Michele Basquiat-<i>Crown,Skull</i></p> <p>Frida Kahlo- <i>The Wounded Deer, The Two Fridas</i></p>	<p>ELEMENTS & PRINCIPLES OF ART: Line, Color, Shape, Texture,Value, Rhythm</p>
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ASSESSMENT

Informal Assessment: Each week the teacher will use informal assessment to observe that students are on task and understand class assignments.

Formal-Summative Assessment

Rubric: Studio projects in Weeks 19-27 will be measured using a rubric

Essay: Essay assignments are outlined within the objectives of Weeks 19-27. Students will write their essays using complete sentences, proper grammar, and punctuation.

Portfolio: Student portfolio will be assessed at the end of the 9 week grading period.

Test/Quiz: During this grading period, students will take a summative exam that assesses course learning during the 3rd grading period.

Checklist: Throughout the grading period, students will be provided with checklists to assist them in meeting class objectives.

Peer/Group: Students will use calcs formative and summative class critiques to assess their peers.

Self-Assessment: During Weeks 19-27, students will engage in self-assessment activities to measure their progress and areas for improvement.

Interview:

Authentic:

Other

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GRADING PERIOD 4

WRITTEN BY: Kristin Jobe

Unit 1-COLLAGE

WEEK 28 LAYERING INTRODUCTION



THEME: Introduction- Collage, Layers, Beauty

DESCRIPTION:

During this first week of Mixed Media, the students will begin the quarter delving right into art making. They will begin with a canvas in which tissue paper is Mod Podge'd, in layers, onto the surface creating a vein like texture. Once it is dry, a thin water color or acrylic wash will be applied to the surface using three colors. The final step is to use one of the three colors in oil pastel and rub the raised surface with the color. Once most of the class is completed, there will be a class critique and then discussion on mixed media.

OBJECTIVES:

- Given basic tools and a demonstration of the uses of basic materials, students will create original art works as a hands-on instructional method
- Students will be able to identify textures and layers in art by creating a textured surface on canvas using tissue paper and then applying paint and then later oil pastel to accentuate the raised surface.
- Students will demonstrate an understanding of basic art principles, as well as layers and the concept of mixed media through the assigned project based on the grading rubric.

ARTISTS & ARTWORKS:

- Blog How-To: <https://craftandrepeat.wordpress.com/2013/04/15/diy-wall-art-textured-mixed-media/>

ELEMENTS & PRINCIPLES OF ART:

- Texture
- Line
- Color
- Repetition and Variety
- Value

WEEK 29

LECTURE AND SKILL BUILDING



The Triumph of the Immaculate by Paolo de Matteis

THEME: Body Language, Emotions, Layers, Movement

DESCRIPTION:

During the first half of the week, the class will participate in a class critique and discussion through Art Criticism questions. The teacher will then lecture on *The Triumph of the Immaculate* while the students take notes on this in the Art History section of their sketchbook.

The second half of the week will be teacher demonstrations on various collage and layering techniques. The class will produce their own miniature mock-ups following after the teacher, as practice. A few techniques include but are not limited to, tape transfer, printmaking, stenciling, stamping, dry brushing, and black out poetry.

OBJECTIVES:

- Given an image of *The Triumph of the Immaculate* by Paolo de Matteis, students will participate in a class critique using art criticism questions and demonstrate an understanding of art critique through verbal answers.
- Given teacher demonstration of collage and layering techniques, students will create miniature mockups and will be graded based on completion.

<p>ARTISTS & ARTWORKS:</p> <ul style="list-style-type: none">• <i>The Triumph of the Immaculate</i>- Paolo de Matteis	<p>ELEMENTS & PRINCIPLES OF ART:</p> <ul style="list-style-type: none">• Movement• Form• Emphasis
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WEEK 30 BUILDING LAYERS



EVE MROZOWSKA- Corsetry & Romance

THEME: Victorian, Steampunk, Self-reflection, Decision making

DESCRIPTION:

After students are shown examples of Victorian (1800s) clothing, they will participate in a discussion about the examples. After the discussion, the teacher will give another demonstration on a technique. The demonstration will show student how to glue found objects down and then paint over them to give the piece more unity.

The students will begin their Unit 1 final project. This project will be a collage on canvas. The students will be partnered up and share a 'surprise' supply box. The paired students are limited to the supplies within the box, but are able to use many of one supply. One example of a supply represents many. The boxes include random found objects, art materials and mediums, and textiles. The students are limited in this way so that they are able to make decisions based on critical thinking. The whole class has the task of representing their Self or Inner Self using only the supplies in their box. If their partner uses an object or supply that is able to be reproduced, the other student is allowed to use it too. If the object is one-of-a-kind, once it is used, it is used.

OBJECTIVES:

- Given examples of Victorian era clothing, students will participate in art critique class discussion based on Art Criticism questions.
- Given a demonstration of layering and finishing techniques, students will begin their project, collage on canvas.
- Students will demonstrate problem-solving and critical thinking skills as they are restricted to the type of supplies found in their 'surprise boxes' based on the grading rubric.

<p>ARTISTS & ARTWORKS:</p> <ul style="list-style-type: none">• Eve Mrozowska http://www.cynkowepoletko.blogspot.com/2014/05/gorsetowy.html• Victorian Outfits and Clothing 1800s	<p>ELEMENTS & PRINCIPLES OF ART:</p> <ul style="list-style-type: none">• Color• Texture• Emphasis• Movement• Repetition and Variety• Unity
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UNIT 2- STRING

WEEK 31 INTRODUCTION TO SEWING



Susanna Bauer- *Patchwork*

THEME: Introduction- String

- Nature, Usefulness, Vision and Planning

DESCRIPTION:

This week is used to let the students explore sewing as a fine art by sewing together leaves into a 1 foot by 2 feet 'quilt', using the typical basting stitch, and finishing the boarder with the blanket stitch. The leaves can be cut into a desired shape so that they may fit together more tightly. The shape of the quilt is not limited to a rectangle, but it is limited to simple shapes. The students will draw their form in their sketchbook before beginning.

OBJECTIVES:

- Given a demonstration of the uses of needle and thread, students will create original patchwork 'quilts' out of leaves using the basting stitch and boarder the from with the blanket stitch.
- Students will demonstrate an understanding of line, shape and form, and display an advanced level of craftsmanship in their work based on the grading rubric.

<p>ARTISTS & ARTWORKS:</p> <ul style="list-style-type: none">• Susanna Bauer- <i>Patchwork</i> http://www.susannabauer.com/leaves-2d/	<p>ELEMENTS & PRINCIPLES OF ART:</p> <ul style="list-style-type: none">• Line• Shape• Pattern
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WEEK 32
LECTURE, RESEARCH, AND SKILL BUILDING



Mimis and Kangaroo, 16000 bce-7000 bc, 'x-ray' style- Lascaux Caves

THEME: Science, Inner thoughts, Emotions

DESCRIPTION:

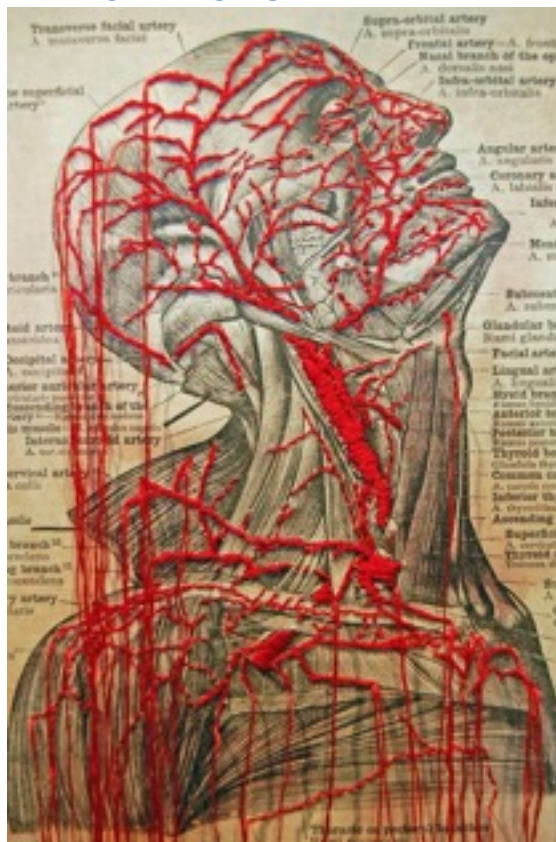
The first half of the week, the students will participate in an Art History lecture with Art History questions based on the Lascaux Cave paintings in x-rays style. The students will then choose 3 living organism and research the inner anatomy. They must come up with 3 good quality pictures to either print or photo copy from a textbook or magazine, or cut out from a scrap magazine. Students are expected to be mature when choosing their anatomical photos. They will write a 2 page essay on the importance of documenting anatomy and compare and contrast the usefulness of a photograph of anatomy to the artful value to a photograph of anatomy. The second half of the week the teacher will demonstrate various hand stiches and simple hand embroidery stiches. Some stiches include but are not limited to, Back stich, blanket stich, braided chain stich, raised seem stich, embroidered knot, and “needle painting”. The students will follow along during each demonstration, creating their own mock-up practices that they can refer back to during the Unit final.

OBJECTIVES:

- Given a PowerPoint presentation on the Lascaux Cave paintings the students will participate in an Art History lecture with Art History questions and will then research 3 living organisms and produce 3 good quality images of their anatomy.
- Given teacher demonstration of various sewing and hand embroidery (or needle painting) techniques, students will create miniature mockups and will be graded based on completion.

ARTISTS & ARTWORKS: <ul style="list-style-type: none">• <i>Mimis and Kangaroo</i>- Lascaux Caves	ELEMENTS & PRINCIPLES OF ART: <ul style="list-style-type: none">• Form• Shape• Movement
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WEEK 33
SEWING AS A FINE ART



Lynn Skordal- No Title

THEME: Science, Movement, Thoughts

DESCRIPTION:

This week the students will use their favorite of the three printed photos of their living organism inner anatomy and thoroughly glue it onto a medium sized canvas. The next step is to lightly sketch with pencil, the design that emphasizes certain inner anatomy parts and begin to “needle paint”; this is the main stitch. The other practiced stitches are to be used for accents and creative decision making. If the photo is too small for the whole canvas, the student is to use the open space wisely in their creative decision making, making sure that the space is used to unify their work.

OBJECTIVES:

- Given the 3 already research and printed photos of a living organism anatomy students will create an original art work by gluing their photo onto canvas and sew a design emphasizing chosen inner anatomy parts using the skills received and practiced during Week 32.
- Students will increase the quality of their work by including at least 5 scientific words that relate to their photo, anatomy, or their research as well as at least two 2 words that they believe relates to the Big Idea, thought. The words can be sewn, cut from a magazine, or printed and then applied to their work.
- Students will add a light water color wash to their piece focusing on Unity.

<p>ARTISTS & ARTWORKS:</p> <ul style="list-style-type: none">• Lynn Skordal <p>http://lynnskordal.paspartout.com/slideshows/mixed-media</p>	<p>ELEMENTS & PRINCIPLES OF ART:</p> <ul style="list-style-type: none">• Line• Color• Emphasis• Movement• Unity
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UNIT 3-POLYMER CLAY

**WEEK 34
INTRODUCTION TO SCULPEY**



Just Playing- Deb LeAir

THEME: Introduction- Polymer Clay

DESCRIPTION:

This week is all about hands on demonstrations in preparation for the students' school year final project. The teacher will introduce polymer clay and its uses. Then, the teacher will demonstrate different techniques with student participation on their own examples. These techniques include but are not limited to, coiling, cane making, stamping, texture building, using wire, and how to bake. Another separate demonstration will be on wire bending and coiling using pliers. The wire will be a soft, pliable wire that can withstand being baked, such as copper or aluminum. The students will create a 2in by 2in square tile using these techniques, to practice.

OBJECTIVES:

- Given a demonstration of polymer clay (Sculpey) techniques, students will create original 2x2in tiles applying the learned techniques.
- Students will participate in a class critique of the tiles displayed as one single piece and will be graded upon completion.

<p>ARTISTS & ARTWORKS:</p> <ul style="list-style-type: none">• <i>Just Playing</i>- Deb LeAir http://www.debleair.com/	<p>ELEMENTS & PRINCIPLES OF ART:</p> <ul style="list-style-type: none">• Texture• Shape• Form• Movement• Pattern
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WEEK 35
LECTURE AND CLASS FINAL PROJECTS: COMBINATION OF SKILLS



Beautiful Clay Creatures- Ellen Jewett

THEME: Nature vs. Industrial, Dreamscapes, Fantasy

DESCRIPTION:

The week will begin with a class Art Criticism discussion using Art Criticism questions based on Ellen Jewett's works. The students will choose one animal to be used as their large animal, and then one other animal to be repeated 3 times but much smaller than the single large main animal. Wire will support the Sculpey sculpture but will be required to be seen and used artistically. Along with their animals, the students must choose a plant(s) that will grow out of their main large animal. Any other objects included in the sculpture are up to the students' artistic decision making. The size of this final project will be no larger than 6 inches tall and 4 inches wide. The first two days will be research, planning, and sketching. Once their sketch is approved, the students will then begin making their inner wire structure, remembering to plan for some of the naked wire to purposefully be seen. As students complete their wire they can begin adding Sculpey Clay to their wire structure.

OBJECTIVES:

- Given a PowerPoint presentation containing images of Ellen Jewett's works, students will participate in an Art Criticism discussion based on Art Criticism

questions. The student's will research and plan in their sketchbooks their own wire and Sculpey sculpture combining themes of Industry Vs Nature.

- Given a demonstration of wire bending, students will create the wire skeleton of their 6x4in sculpture while maintaining the grading rubric requirements. If some students finish early, they will be able to move on to applying Sculpey to their wire frame.

ARTISTS & ARTWORKS:

- Beautiful Clay Creatures By Ellen Jewett

ELEMENTS & PRINCIPLES OF ART:

- Line
- Color
- Shape
- Value
- Form
- Texture
- Value
- Proportion
- Unity
- Emphasis
- Balance
- Repetition and Variety

WEEK 36

CLASS FINAL PROJECT: COMBINATION OF SKILLS



Beasts of Burden- Ellen Jewett

THEME:

Nature vs Industrial

DESCRIPTION:

This week is strictly a work week. The students will continue to add to and refine their sculptures. As they finish, there will be opportunities to add paint for details after being baked, but will not be required. The last class (es) will be a final class critique on their final project and one of their chosen favorite or best piece from their portfolio of all their works over the school year.

OBJECTIVES:

- Students will continue work on their Sculpey Industry Vs Nature sculpture by adding the polymer clay to the sculpture and upon teacher approval will be baked.
- Students will add minor applications of paint for details and glue any separate pieces to complete the work.
- Students will participate in a class critique on this final project and one of their chosen favorite or best piece from their portfolio of all their works over the school year.

ARTISTS & ARTWORKS:

- Beasts of Burden By Ellen Jewett
https://www.etsy.com/listing/78047378/custom-order-beast-of-burden?ref=pr_shop

ELEMENTS & PRINCIPLES OF ART:

- Line
- Color
- Shape
- Value
- Form
- Texture
- Value
- Proportion
- Unity
- Emphasis
- Balance
- Repetition and Variety

ASSESSMENT

Informal Assessment: Each week the teacher will use informal assessment to observe that students are on task and understand class assignments.

Formal-Summative Assessment

Rubric: Student project during Weeks 28-36 will be measured using a rubric.

Essay: Students will write an essay on the importance of documenting anatomy and compare and contrast the usefulness of a photograph of anatomy to the artful value to a photograph of anatomy, during Week 32.

Portfolio: Student portfolios will be turned in the last week of class.

Test/Quiz:

Checklist: Throughout the grading period students will be provided with checklists to assist them in meeting class objectives.

Peer/Group: Students will use formative and summative class critiques to assess their peers.

Self-Assessment: During Weeks 29-36 students will engage in self-assessment activities to measure their progress and areas for improvement.

Interview: Students will participate in an interview from the teacher in Week 35 over their final project sketches.

Authentic:

Other

REFERENCES

<https://craftandrepeat.wordpress.com/2013/04/15/diy-wall-art-textured-mixed-media/>

<http://www.cynkowepoletko.blogspot.com/2014/05/gorsetowy.html>

<http://www.susannabauer.com/leaves-2d/>

<http://lynnskordal.paspartout.com/slideshows/mixed-media>

<http://www.debleair.com/>

https://www.etsy.com/listing/78047378/custom-order-beast-of-burden?ref=pr_shop

TENNESSEE VISUAL ARTS STANDARDS: SIXTH THROUGH EIGHTH GRADES

Standard 1.0 Media, Techniques, and Processes:

Students will understand and apply media, techniques, and processes. The student will:

- 1.1 Demonstrate an understanding of the application of current media, techniques, technologies, and processes.
- 1.2 Demonstrate an understanding of the safe and responsible use of art media and tools.
- 1.3 Compare and contrast the effective communication of ideas through the use of media, techniques, technologies, and processes.
- 1.4 Reflect on the qualities and characteristics of a variety of media.

Standard 2.0 Structures and Functions:

Students will use knowledge of structures and functions. The student will:

- 2.1 Demonstrate an understanding of the elements of art and the principles of design.
- 2.2 Demonstrate critical thinking skills in addressing visual arts assignments.
- 2.3 Demonstrate an understanding of various sensory and expressive qualities in a work of art.
- 2.4 Compare and contrast organizational structures in works of art.
- 2.5 Reflect on the effective use of organizational components (structures) and expressive qualities (functions) to communicate ideas in works of art.

Standard 3.0 Evaluation:

Students will choose and evaluate a range of subject matter, symbols, and ideas. The student will:

- 3.1 Recognize and use subject matter, themes, and symbols in works of art.
- 3.2 Demonstrate knowledge of contexts, values, and aesthetics that communicate intended meanings in artworks.
- 3.3 Reflect on the effective use of subject matter, symbols, and ideas.

Standard 4.0 Historical and Cultural Relationships:

Students will understand the visual arts in relation to history and cultures. The student will:

- 4.1 Demonstrate an understanding of the historical and cultural contexts of artwork.
- 4.2 Demonstrate an understanding of the role of artists throughout history and cultures.
- 4.3 Compare and contrast the characteristics of artwork in various eras and cultures.
- 4.4 Reflect on how cultural factors of time and place influence the meaning of artworks.
- 4.5 Reflect on how historical and cultural factors influence contemporary artwork and visual culture.

Standard 5.0 Reflecting and Assessing:

The student will reflect upon and assess the characteristics and merits of their work and the work of others. The student will:

- 5.1 Demonstrate an understanding of multiple intentions in creating works of art.
- 5.2 Demonstrate an understanding of various interpretations of works of art.
- 5.3 Compare and contrast one's artwork with the artwork of others.
- 5.4 Understand the strategies involved in a successful critique.

Standard 6.0 Interdisciplinary Connections: Students will make connections between visual arts and other disciplines. The student will:

- 6.1 Demonstrate an understanding of similarities between visual arts and other academic disciplines.
- 6.2 Discover how unique qualities of visual art compliment student's total learning.

TENNESSEE VISUAL ARTS STANDARDS: 9TH THROUGH 12TH GRADES

Standard 1.0 Media, Techniques and Processes

Students will understand and apply media, techniques, and processes. The student will:

- 1.1 Demonstrate the use of knowledge and technical skills in at least one specific medium.
- 1.2 Demonstrate an understanding of the safe and responsible use of art media and tools.
- 1.3 Create visual art that communicates ideas through the use of media, techniques, and processes.
- 1.4 Analyze, synthesize, and evaluate the application of media, techniques, and processes used to solve visual art problems.

Standard 2.0 Structures and Functions

Students will use knowledge of both structures and functions. The student will:

- 2.1 Demonstrate an understanding of the elements of art and the principles of design.
- 2.2 Critique organizational components (structures) and expressive qualities (functions) of a work of art.
- 2.3 Evaluate the function of a work of art as to utilitarian or intrinsic purposes.
- 2.4 Apply problem-solving skills to create solutions to a specific visual art task.

Standard 3.0 Evaluation

Students will choose and evaluate a range of subject matter, symbols, and ideas. The student will:

- 3.1 Demonstrate an understanding of symbols and their origins.
- 3.2 Evaluate subject matter that reflects personal experiences and environments.
- 3.3 Analyze selected ideas in a work of art.
- 3.4 Research and create a series of related work using a range of subject matter, symbols, and/or ideas.

Standard 4.0 Historical and Cultural Relationships

Students will understand the visual arts in relation to history and cultures. The student will:

- 4.1 Demonstrate an understanding of how historical and contemporary works of art reflect and influence societies and cultures.
- 4.2 Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- 4.3 Investigate how history and culture have and will influence the production of art.

Standard 5.0 Reflecting and Assessing

Students will reflect upon and assess the characteristics and merits of their work and the work of others. The student will:

- 5.1 Reflect on the characteristics and merits of their work and the work of others.
- 5.2 Evaluate artworks in order to understand various interpretations.
- 5.3 Assess artworks and their meanings by using a variety of criteria and techniques.

Standard 6.0 Interdisciplinary Connections

Students will make connections between visual arts and other disciplines. The student will:

- 6.1 Examine the correlation of materials, technologies, processes, and terminology used in visual art with those used in other disciplines.
- 6.2 Integrate ideas, issues, and themes in the visual arts and other disciplines.