

2D Art

Little Chute

Art

Grades 10 - 12, .5 Credits

Course Overview

2-Dimensional Art emphasizes the relationship between drawing, painting, printmaking and multimedia design. The student will study compositional design and fine art appreciation utilizing the three theories of art: imitation-ism, formalism, and emotionalism. Projects will include work with pencil, pen/ink, pastels, watercolors, acrylic and/or oil painting techniques.

Timeframe	Unit	Instructional Topics
5 Day(s)	Unit 1- Elements and Principles of Art	1.1: Review 1.2: Still Life 1.3: Art Critique
35 Day(s)	Unit 2- Realism	2.1: Drawing Techniques- Review 2.2: Perspective and More 2.3: Realism- Figures, Landscapes, Style
35 Day(s)	Unit 3- Abstract Art	3.1: Formalism- Lecture and Discussion 3.2: Exercise in Abstract Art 3.3: Research 3.4: Painting 3.5: Emotionalism
2 Day(s)	Unit 4- Final Critique	4.1: Self Evaluation 4.2: Class Critique and Discussion
Ongoing	Unit 5- Strategies to Build One's Own Vocabulary	5.1: Logging with Words and Images 5.2: Chaos to Categories 5.3: Rate and Log 5.4: Pencil to Publish 5.5: Vocabulary Dice
Ongoing	Unit 6- Content Area Reading	6.1: Thinking About Content
Ongoing	Unit 7- Discussion and Presentation	7.1: Listening 7.2: Presenting 7.3: Discussing 7.4: Evaluation
Ongoing	Unit 8- Thinking Maps to Organize and Remember	8.1: Circle Map 8.2: Bubble Map

		8.3: Double Bubble Map 8.4: Tree Map 8.5: Flow Map 8.6: Multi-Flow Map 8.7: Brace Map 8.8: Analogy or Bride Map 8.9: Multiple Features Map
Ongoing	Unit 9- Six Trait Writing Application	9.1: Ideas 9.2: Organization 9.3: Word Choice 9.4: Sentence Fluency 9.5: Conventions

Prerequisites

Art 1
 Art 2

Materials and Resources

#2 Pencil
 Eraser

UNIT 1: Elements and Principles of Art

Duration of Unit: 5 Day(s)

Description of Unit: The students will complete a still life drawing to review both the elements and principles of art. We will also interpret and analyze artwork according to the critiquing exercises in Art 2.

Unit Vocabulary: Line, Space, Shape, Color, Texture, Form, Value, Balance, Gradation, Emphasis, Harmony, Rhythm, Movement, Proportion, Variety, Analysis, Interpretation, Judgement

Essential Questions and/or Enduring Understandings:

- 1.1: Review
- 1.2: Still Life
- 1.3: Art Critique

ESSENTIAL Standards	Topics	Learning Targets
	1.1	Students will apply the elements and principles of art to their own artwork during production and when discussing artworks.
		Students will identify and define all the elements and principles of art.
	1.2	Students will create a still life drawing.
	1.3	Students will talk and write about art using the critique grid from Art 2
NICE TO KNOW Standards		Learning Targets

UNIT 2: Realism

Duration of Unit: 35 Day(s)

Description of Unit: The students will review various techniques of drawing. They will complete drawings using perspective, highlights, and shadows. The students will work from observation to produce several artworks including a self portrait, action figure, and landscape. They will research a realism artist of their choice and use the information they gather to write a paper discussing the personal life and work, as well as, comparing and contrasting the artist's work with his or her own. They complete an artwork in that particular artist's style.

Unit Vocabulary: Perspective, Vanishing Point, Horizon line, Orthogonal, Horizontal, Vertical, Proportion, Realism, Style

Essential Questions and/or Enduring Understandings:

2.1: Drawing Techniques- Review

2.2: Perspective and More

2.3: Realism- Figures, Landscapes, Style

ESSENTIAL Standards	Topics	Learning Targets
---------------------	--------	------------------

	2.1	Students will demonstrate basic drawing and shading techniques. To include, but not be limited to; contour, gesture, stippling, cross hatching, line, scribbling.
	2.2	Students will accurately draw basic solid objects in perspective. (Accurately implies cast shadows in proper perspective)
		Students will create an original watercolor painting incorporating water reflections in perspective.
		Students will draw basic solid objects in perspective accurately with shading and highlights.
		Students will draw basic transparent objects in perspective accurately.
	2.3	Students will paint a landscape.
		Students will draw a self portrait using correct proportion and portraiture techniques in colored pencil and/or pastel.
		Students will draw a figure in action using the correct proportion in colored pencil and/or pastel.
		Students will complete a research paper on a realism artist of their choice.
		Students will produce a drawing or painting in that artist's style.
NICE TO KNOW Standards		Learning Targets

UNIT 3: Abstract Art

Duration of Unit: 35 Day(s)

Description of Unit: The students will be introduced to Abstract art. They will participate in class discussion about these styles and engage in interpreting modern art. They will also complete a research paper on a chosen artist of this genre and produce an artwork in that artist's style.

Unit Vocabulary: Abstraction, Impressionism, Cubism, Dadaism, Abstract impressionism, Expressionism, Fauvism, Hard edge, Minimalism,

Pop art, Op art, Surrealism, Non-Objective art.

Essential Questions and/or Enduring Understandings:

- 3.1: Formalism- Lecture and Discussion
- 3.2: Exercise in Abstract Art
- 3.3: Research
- 3.4: Painting
- 3.5: Emotionalism

ESSENTIAL Standards	Topics	Learning Targets
	3.1	Students will discriminate between various forms and styles of abstract art.
		Students will discuss abstract art using the elements and principles of art, as well as other art terminology.
		Students will explore various abstract artists, through lecture and class/group discussion.
	3.2	Students will create an original abstract work based on tennis shoes shapes and symbols in oil pastel.
	3.3	Students will identify an abstract artist of interest, engage in research, and complete a written paper describing the artist's work and style.
	3.4	Students will create a painting reflecting the style of the artist he or she researched.
	3.5	Students will create an original painting (realistic or abstract) based on emotionalism.
		Students will evaluate and critique their own work in writing and present the piece to class.
		Students will identify the characteristics of Emotionalism.
NICE TO KNOW Standards		Learning Targets

UNIT 4: Final Critique

Duration of Unit: 1 Day(s)

Description of Unit: Prior to class discussion students will use a teacher created checklist to help formulate a complete written self evaluation of an original art piece and present work to the class.

Essential Questions and/or Enduring Understandings:

4.1: Self Evaluation

4.2: Class Critique and Discussion

ESSENTIAL Standards	Topics	Learning Targets
	4.1	Students will write a self evaluation.
		Six Trait Writing skills will be applied to this written evaluation
	4.2	Students will participate in class critique of student work and class discussion
NICE TO KNOW Standards		Learning Targets

UNIT 5: Strategies to Build One's Own Vocabulary

Duration of Unit: Ongoing

Description of Unit: These are strategies for the students. As students gain control of these vocabulary tools they will be able to increase vocabulary proficiency as they gain new knowledge and manipulate content.

Essential Questions and/or Enduring Understandings:

- 5.1: Logging with Words and Images
- 5.2: Chaos to Categories
- 5.3: Rate and Log
- 5.4: Pencil to Publish
- 5.5: Vocabulary Dice

ESSENTIAL Standards	Topics	Learning Targets
	5.1	Students will record important concepts and continually evaluate their own understanding of content. Record the words, phrases, and pictures that come to mind as your understanding grows.
	5.2	Students will develop thinking about relationships between concepts and solidify their understanding.
	5.3	Students will explain ever-changing understandings and reshape schema.
	5.4	Students will connect new knowledge to make meaning and think ahead while reading.
	5.5	Students will develop relationships between concepts.
NICE TO KNOW Standards		Learning Targets

UNIT 6: Content Area Reading

Duration of Unit: Ongoing

Description of Unit: When students read in the content areas they interact with the text before, during, and after reading. Reading strategies draw on the different approaches that good readers use to read actual text in their classrooms. These strategies include making connections, questioning, inferring, determining importance, visualizing, synthesizing, and monitoring for meaning.

Essential Questions and/or Enduring Understandings:

6.1: Thinking About Content

ESSENTIAL Standards	Topics	Learning Targets
	6.1	Students will continue to apply a variety of reading strategies in an EnCore area. A menu of strategies titles will be added here as identified appropriate for art content.
NICE TO KNOW Standards		Learning Targets

UNIT 7: Discussion and Presentation

Duration of Unit: Ongoing

Description of Unit: Throughout the term students will be expected to present and discuss their works in a classroom setting and in a critique format. They should be able to express their views and ideas using elements and principles of art and correct terminology. They should also be able to express these views and ideas in writing if required.

Essential Questions and/or Enduring Understandings:

7.1: Listening
7.2: Presenting
7.3: Discussing

7.4: Evaluation		
ESSENTIAL Standards	Topics	Learning Targets
	7.1	Students will listen to others describe and critique their work, as well as, the work of others.
	7.2	Students will present their work to the class through verbal critique.
	7.3	Students will discuss the strengths and weaknesses of their own artwork and the artwork of others in small groups and classroom settings.
	7.4	Students will evaluate their own artwork through written critiques and self assessments.
NICE TO KNOW Standards		Learning Targets

UNIT 8: Thinking Maps to Organize and Remember

Duration of Unit: Ongoing

Description of Unit: As students manipulate content in a Thinking Map they gain awareness and increased understanding of the content area concepts.

Essential Questions and/or Enduring Understandings:

- 8.1: Circle Map
- 8.2: Bubble Map
- 8.3: Double Bubble Map
- 8.4: Tree Map
- 8.5: Flow Map
- 8.6: Multi-Flow Map
- 8.7: Brace Map
- 8.8: Analogy or Bride Map

8.9: Multiple Features Map

ESSENTIAL Standards	Topics	Learning Targets
	8.1	Students will organize cause and effect information and make predictions.
	8.2	Students will organize attributes, traits, properties or descriptions with a bubble map.
	8.3	Students will compare and contrast using a double bubble map.
	8.4	Students will construct a Tree Map to classify or sort main ideas from details.
	8.5	Students will organize sequences, develop timelines and show chronological order.
	8.6	Students will organize cause and effect information and make predictions.
	8.7	Students will organize information for technical writing
		Students will organize information from whole to part.
		Students will recognize physical relationships of an object.
	8.8	Students will compare and reason analogies.
		Students will solve analogies.
	8.9	Students will classify multiple sources of information.
		Students will organize information by attributes, traits or properties.
NICE TO KNOW Standards		Learning Targets

UNIT 9: Six Trait Writing Application

Duration of Unit: Ongoing

Description of Unit: The LCASD uses the Six Trait Writing Model as a framework for teaching stronger writing skills within actual student writing activities. It is a powerful way to learn and use a common language to refer to characteristics of writing as well as create a common vision of what 'good' writing looks like. EnCore areas use the common language and apply some of the traits as related to their subject area.

Essential Questions and/or Enduring Understandings:

- 9.1: Ideas
- 9.2: Organization
- 9.3: Word Choice
- 9.4: Sentence Fluency
- 9.5: Conventions

ESSENTIAL Standards	Topics	Learning Targets
	9.1	Students will practice and apply the IDEA trait to writing activities.
	9.2	Students will practice and apply the ORGANIZATION trait to writing activities.
	9.3	Students will practice and apply the WORD CHOICE trait to writing activities.
	9.4	Students will practice and apply the WORD CHOICE trait to writing activities.
	9.5	Students will practice and apply the CONVENTIONS trait to writing activities.
NICE TO KNOW Standards		Learning Targets