

Art 1

Little Chute

Art

Grades 9 - 12, .5 Credits

Course Overview

Art 1 is designed for the student desiring a general knowledge of the elements and principles of design; and desiring to learn basic drawing; the study of color and color theory; and different approaches to sculptural and painting techniques. Projects include pencil sketches of still life, perspective, and figure drawing; tempera and watercolor painting and clay sculpture. Participation in the art show is required. This course requires students to pay a materials fee of \$25.00

Timeframe	Unit	Instructional Topics
9 Day(s)	Unit 1- Drawing Techniques	1.1: Contour Line 1.2: Interior Line 1.3: Gesture Drawing 1.4: Positive Space vs Negative Space 1.5: Value Drawing vs Sketches
15 Day(s)	Unit 2- Perspective Drawing	2.1: One Point (Parallel) Perspective 2.2: Two Point (Oblique) Perspective 2.3: People in Perspective 2.4: Three Point (bird's eye or ant's view) Perspective
5 Day(s)	Unit 3- Clay: Hand Built Techniques	3.1: Pinch, Coil, and Slab Methods 3.2: 3-D Media
10 Day(s)	Unit 4- Color Charting & Color Psychology	4.1: Colors and Combinations 4.2: Color Theories & Picture Planning 4.3: Watercolor Techniques
5 Day(s)	Unit 5- Portrait and Full Figure Drawing	5.1: Human Face: Full Frontal View 5.2: Human Action Figure
9 Weeks	Open Studio (Individualized student centered and directed project work based on theme.)	OS.1 Creative Process OS.2 Analysis and Critique
Ongoing	Unit 6- Strategies to Build One's Own Vocabulary	6.1: Logging with Words and Images 6.2: Chaos to Categories 6.3: Rate and Log

		6.4: Pencil to Publish 6.5: Vocabulary Dice
Ongoing	Unit 7- Content Area Reading	7.1: Thinking About Content
Ongoing	Unit 8- Discussion and Presentation	8.1: Listening 8.2: Presenting 8.3: Discussing 8.4: Evaluation
Ongoing	Unit 9- Thinking Maps to Organize and Remember	9.1: Circle Map 9.2: Bubble Map 9.3: Double Bubble Map 9.4: Tree Map 9.5: Flow Map 9.6: Multi-Flow Map 9.7: Brace Map 9.8: Analogy or Bridge Map 9.9: Multiple Features Map
Ongoing	Unit 10- Elements and Principles of Art	10.1 Identification of Elements and Principles in Artwork
Ongoing	Unit 11- Six Trait Writing Application	11.1: Ideas 11.2: Organization 11.3: Word Choice 11.4: Sentence Fluency 11.5: Conventions

Academic Vocabulary

Line
color
space
shape
value
texture
form
harmony
emphasis
rhythm
movement
variety

proportion
gradation
balance

Materials and Resources

Students must bring a #2 pencil, eraser, and storage folder to class daily.
A course fee of \$25.00 must be paid to the office for all other art materials provided.

UNIT 1: Drawing Techniques

Duration of Unit: 9 Day(s)

Description of Unit: Students will draw still life objects using different drawing techniques to include interior and exterior contour line, gesture, sketching, negative space, and value.

Academic Vocabulary: Contour line, interior line, gesture drawing, positive space, negative space, value, gradation, value scale

Essential Questions and/or Enduring Understandings:

- 1.1: Contour Line
- 1.2: Interior Line
- 1.3: Gesture Drawing
- 1.4: Positive Space vs Negative Space
- 1.5: Value Drawing vs Sketches

ESSENTIAL Standards	Topics	Learning Targets
	1.1	Students will recognize characteristics of exterior contour line
	1.2	Students will recognize characteristics of interior contour line
	1.3	Students will construct a working definition of "gesture" characteristics
	1.4	Students will recognize negative space as part of a balanced drawing
	1.5	Students will recognize value defined as highlight, shadow, gradation
NICE TO KNOW		Learning Targets

Standards		

UNIT 2: Perspective Drawing

Duration of Unit: 15 Day(s)

Description of Unit: Students will identify the different techniques associated with drawing from one, two, and three point perspective views.

Academic Vocabulary: Perspective, one point, two point, three point, eye line, horizon line, vanishing point, horizontal, vertical, orthogonal

Essential Questions and/or Enduring Understandings:
 2.1: One Point (Parallel) Perspective
 2.2: Two Point (Oblique) Perspective
 2.3: People in Perspective
 2.4: Three Point (bird's eye or ant's view) Perspective

ESSENTIAL Standards	Topics	Learning Targets
	2.1	Students will define and use one-point perspective in a drawing
	2.2	Students will define and utilize two point & people perspective in a drawing
	2.3	Students will apply drawing people to correct landscape perspective
	2.4	Students will learn the application of three point perspective in a drawing format
NICE TO KNOW Standards		Learning Targets

UNIT 3: Clay- Hand Built Techniques

Duration of Unit: 5 Day(s)

Description of Unit: Students will create a container using pinch, coil, and slab building materials.

Academic Vocabulary: Pinch, coil, slab, workable, leather hard, greenware, bisqueware, rolling pin, needle tool, loop tool, rib, modeling tool, banding wheel, fettling knife, slip, kiln, glaze

Essential Questions and/or Enduring Understandings:

3.1: Pinch, Coil, and Slab Methods

3.2: 3-D Media

ESSENTIAL Standards	Topics	Learning Targets
	3.1	Students will design a clay container including three methods of construction
	3.2	Students will discern ways to critique 3-D sculpture
NICE TO KNOW Standards		Learning Targets

UNIT 4: Color Charting & Color Psychology

Duration of Unit: 7 Day(s)

Description of Unit: Students will classify colors and combinations of color when charting hues, values and intensities with tempera paint. Students will also create tempera and watercolor paintings using identifiable color theories within their work.

Academic Vocabulary: color, hue, value, intensity, primary, secondary, tertiary, warm, cool, complementary, analogous, contrast of color temperature, contrast of hue, contrast of value, simultaneous contrast, contrast of saturation, contrast of extension, wash wet on wet, wet on dry, dry brush, bruising, salt wash, masking, resist

Essential Questions and/or Enduring Understandings:

- 4.1: Colors and Combinations
- 4.2: Color Theories & Picture Planning
- 4.3: Watercolor Techniques

ESSENTIAL Standards	Topics	Learning Targets
	4.1	Students will understand the identification of hue, value, & intensity as the properties of color
	4.2	Students will understand the integration of color theory into the picture planning process
	4.3	Students will execute watercolor picture planning and paint control
NICE TO KNOW Standards		Learning Targets

UNIT 5: Portrait & Full Figure Drawing

Duration of Unit: 5 Day(s)

Description of Unit: Students will draw the full frontal view of a portrait and also draw the human form in an action pose using the "eight head high rule".

Academic Vocabulary: Proportion

Essential Questions and/or Enduring Understandings: 5.1: Human Face: Full Frontal View 5.2: Human Action Figure		
ESSENTIAL Standards	Topics	Learning Targets
	5.1	Students will correct placement of facial and neck features in a portrait study
	5.2	Students will understand the application of Ken Bowen's eight head high proportions to an action figure drawing
NICE TO KNOW Standards		Learning Targets

Open Studio

Duration of Unit: 9 Weeks		
Description of Unit: Individualized student centered and directed project work based on assigned themes.		
Academic Vocabulary: Creative Process, inspiration, design, create, describe, analyze, interpret, judge		
Essential Questions and/or Enduring Understandings: OS.1 The Creative Process OS.2 The Critique		
ESSENTIAL Standards	Topics	Learning Targets
	OS.1	Students will independently engage in and complete the creative process.
	OS.2	Students will independently evaluate and critique artwork.

NICE TO KNOW Standards		Learning Targets
-------------------------------	--	-------------------------

UNIT 6: 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:
 6.1: Logging with Words and Images
 6.2: Chaos to Categories
 6.3: Rate and Log
 6.4: Pencil to Publish
 6.5: Vocabulary Dice

ESSENTIAL Standards	Topics	Learning Targets
	6.1	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.
	6.2	Students will develop thinking about relationships between concepts and solidify their understanding.
	6.3	Students will explain ever-changing understandings and reshape schema.
	6.4	Students will connect new knowledge to make meaning and think ahead while reading.
	6.5	Students will develop relationships between concepts.
NICE TO KNOW Standards		Learning Targets

UNIT 7: 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:

7.1: Thinking About Content

ESSENTIAL Standards	Topics	Learning Targets
	7.1	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 8: 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:

- 8.1: Listening
- 8.2: Presenting
- 8.3: Discussing
- 8.4: Evaluation

ESSENTIAL Standards	Topics	Learning Targets
	8.1	Students will listen to others describe and critique their work as well as the work of others.
	8.2	Students will present their work to the class through verbal critique.
	8.3	Students will discuss the strengths and weaknesses of their own artwork and the artwork of others in small groups and classroom settings.
	8.4	Students will evaluate their own artwork through written critiques and self assessments.
NICE TO KNOW Standards		Learning Targets

UNIT 9: 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:

- 9.1: Circle Map
- 9.2: Bubble Map
- 9.3: Double Bubble Map
- 9.4: Tree Map
- 9.5: Flow Map
- 9.6: Multi-Flow Map
- 9.7: Brace Map
- 9.8: Analogy or Bridge Map
- 9.9: Multiple Features Map

ESSENTIAL Standards	Topics	Learning Targets
	9.1	Students will generate relevant information or seek context using a circle map.
	9.2	Students will organize attributes, traits, properties or descriptions with a bubble map.
	9.3	Students will compare and contrast using a double bubble map.
	9.4	Students will construct a Tree Map to classify or sort main ideas from details.
	9.5	Students will organize sequences, develop timelines and show chronological order.
	9.6	Students will organize cause and effect information and make predictions.
	9.7	Students will organize information for technical writing.
		Students will organize information from whole to part.
		Students will recognize physical relationships of an object.
	9.8	Students will compare and reason analogies.
		Students will solve analogies.
	9.9	Students will classify multiple sources of information.
		Students will organize information by attributes, traits or properties.

NICE TO KNOW Standards		Learning Targets

UNIT 10: Elements & Principles of Art

Duration of Unit: Ongoing

Description of Unit: Students will be introduced to the elements and principles of art and good design. They will be able to define and use the elements and principles in classroom conversation as well as critiques and writing. They will be better prepared to use the elements and principles to create quality artwork and communicate thoughts and ideas through their work.

Academic Vocabulary: line, color, shape, space, texture, form, value, emphasis, balance, movement, harmony, gradation, proportion, variety, rhythm

Essential Questions and/or Enduring Understandings:

10.1 Identification of Elements and Principles in Artwork

ESSENTIAL Standards	Topics	Learning Targets
	10.1	Students will identify the principles of art as balance, emphasis, harmony, variety, gradation, movement, rhythm, and proportion.
		Students will explain how the principles of art are used to organize the elements of art.
		Students will identify line, shape/form, value, texture, space, and color as being the elements of art.
NICE TO KNOW Standards		Learning Targets

UNIT 11: 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:

- 11.1: Ideas
- 11.2: Organization
- 11.3: Word Choice
- 11.4: Sentence Fluency
- 11.5: Conventions

ESSENTIAL Standards	Topics	Learning Targets
	11.1	Students will practice and apply the IDEA trait to writing activities.
	11.2	Students will practice and apply the ORGANIZATION trait to writing activities.
	11.3	Students will practice and apply the WORD CHOICE trait to writing activities.
	11.4	Students will practice and apply the SENTENCE FLUENCY trait to writing activities.
	11.5	Students will practice and apply the CONVENTIONS trait to writing activities.
NICE TO KNOW Standards		Learning Targets

