

Art 2

Little Chute

Art

Grades 9 - 12, .5 Credits

Course Overview

Art 2 is a continuation of Art 1 to be taken preferably in the following term by students with a general interest in art. The elements and principles of good design are reviewed and an overview of art history from Ancient to Modern Man is studied. While Art 2 students discover the timeline of art history, they explore two and three-dimensional projects to include drawing with perspective review; printmaking; ink graphics; work with clay; and watercolor and acrylic painting media. Students are required to participate in the semester art show. This course requires students to pay a materials fee of \$25.00.

Timeframe	Unit	Instructional Topics
2 Day(s)	Unit 1- Elements and Principles of Design	1.1: Identification of Elements and Principles in Artwork
5 Day(s)	Unit 2- Critiquing Artwork: Art History & Art Criticism Approaches	2.1: Imitationalism in Painting 2.2: Critiquing Own Artwork
7 Day(s)	Unit 3- Art of Early Civilizations	3.1: Prehistoric Art and Cave Painting 3.2: The Beliefs of Prehistoric and Ancient Egyptians Along with Artwork Characteristics
7 Day(s)	Unit 4- Art of Rising Civilizations	4.1: Building a Clay Tile or Sculpture in the Round Project 4.2: Greek and Roman Art Characteristics
10 Day(s)	Unit 5- Multicultural Unit: Art of India, China, Japan, the Americas, and Africa	5.1: Multicultural Group Presentation 5.2: Printmaking Characteristics
10 Day(s)	Unit 6- Art in Quest of Salvation	6.1: Identification of Early Christian, Byzantine, & Islamic Symbolism in Artwork 6.2: Identification of Early Medieval, Romanesque, & Gothic Artwork Characteristics
10 Day(s)	Unit 7- Art of Merging Modern Europe	7.1: Renaissance philosophy & the artists of the time 7.2: Characteristics of the oil paint media and the first artists who used it 7.3: Mannerism 7.4: Counter-Reformation, Baroque Art Characteristics, Chiaroscuro

		7.5: Rococo Art Characteristics 7.6: Watercolor Techniques
30 Day(s)	Unit 8- Art of the Modern Era	8.1: Neoclassicism-Romanticism & Realism Impressionism 8.2: Post-Impressionism and Early American Art 8.3: The Industrial Revolution Impact: Fauves, Expressionism; Nonobjective art, & Cubism 8.4: Muralists of Mexico, the Ashcan School, & Modern Art Movements
Ongoing	Unit 9- Strategies to Build One's Own Vocabulary	9.1: Logging with Words and Images 9.2: Chaos to Categories 9.3: Rate and Log 9.4: Pencil to Publish 9.5: Vocabulary Dice
Ongoing	Unit 10- Content Area Reading	10.1: Thinking About Content
Ongoing	Unit 11- Discussion and Presentation	11.1: Listening 11.2: Presenting 11.3: Discussing 11.4: Evaluation
Ongoing	Unit 12- Thinking Maps to Organize and Remember	12.1: Circle Map 12.2: Bubble Map 12.3: Double Bubble Map 12.4: Tree Map 12.5: Flow Map 12.6: Multi-Flow Map 12.7: Brace Map 12.8: Analogy or Bridge Map 12.9: Multiple Features Map
Ongoing	Unit 13- Six Trait Writing Application	13.1: Ideas 13.2: Organization 13.3: Word Choice 13.4: Sentence Fluency 13.5: Conventions

Academic Vocabulary

line
space
shape
color
texture
form
value
balance
rhythm
movement
gradation
emphasis
variety
harmony
proportion

Materials and Resources

Textbook: Art In Focus by Gene Mittler is the student text used for the class.
\$25.00 Materials fee must be paid to the office within the first week of class.

UNIT 1: Elements and Principles of Design

Duration of Unit: 3 Day(s)

Description of Unit: While exploring graphic ink or pencil media, students will review line, shape/form, color, texture, value, and space as main ingredients to design. Students will also review principles of good design to include balance, rhythm, variety, proportion, gradation, harmony and emphasis.

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

Essential Questions and/or Enduring Understandings:

1.1: Identification of Elements and Principles in Artwork

ESSENTIAL Standards	Topics	Learning Targets
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	1.1	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 2: Critiquing Artwork: Art History & Art Criticism Approaches

Duration of Unit: 5 Day(s)

Description of Unit: Students will familiarize themselves with finding the internal cues and external cues in artwork and critiquing it with describing, analyzing, interpreting, and judgment criteria.

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

Essential Questions and/or Enduring Understandings:

2.1: Imitationalism in Painting

2.2: Critiquing Own Artwork

ESSENTIAL Standards	Topics	Learning Targets
	2.1	Students will create a realistic acrylic painting and critique it using the art criticism approach.
	2.2	Students will identify internal and external criteria when critiquing a work of art.
NICE TO KNOW Standards		Learning Targets

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UNIT 3: Art of Early Civilization

Duration of Unit: 2 Day(s)

Description of Unit: Students will study the art of Prehistoric and Ancient Egyptian time periods.

Academic Vocabulary: paleolithic, mesolithic, neolithic, megalith, post and lintel, ziggurat, stylus, cuneiform, stele, Fertile Crescent, Mesopotamia, pharaoh, dynasty, sarcophagus, mastaba, mummification, hieroglyphics

Essential Questions and/or Enduring Understandings:

3.1: Prehistoric Art and Cave Painting

3.2: The Beliefs of Prehistoric and Ancient Egyptians Along with Artwork Characteristics

ESSENTIAL Standards	Topics	Learning Targets
	3.1	Students will discover the reasons why the cave paintings were drawn and how they survived and where they are located.
	3.2	Students will identify beliefs and artwork from the Old Kingdom, Middle Kingdom, and New Kingdom periods of Egyptian art.
NICE TO KNOW Standards		Learning Targets

UNIT 4: Art of Rising Civilization

Duration of Unit: 4 Day(s)

Description of Unit: The focus on this unit of study is Greek Art and Roman Art. Students will use the text to read and identify artwork characteristics and the reasoning behind them.

Academic Vocabulary: raking cornice, cornice, frieze, lintel, capital, shaft, stylobate, pediment, entablature, column, colonnade, doric, ionic, Corinthian, caryatid, Geometric period, Archaic period, Classical period, Hellenistic period, murla, barrel vault, keystone, aqueduct, bath, groin vault, pilaster, niche, coffer, basilica, nave, apse, triumphal arch

Essential Questions and/or Enduring Understandings:

4.1: Building a Clay Tile or Sculpture in the Round Project

4.2: Greek and Roman Art Characteristics

ESSENTIAL Standards	Topics	Learning Targets
	4.1	Students will create a sculptural relief tile or sculpture in the round with relief and sgraffito design applications.
	4.2	Students will identify artwork characteristics coming from the Ancient Roman times; among them being sculptural and architectural forms such as the Pantheon.
		Students will identify the four stages of Greek art development as being Geometric, Archaic, Classical, and Hellenistic; and will identify art characteristics of each stage.
		Students will identify the three column styles in Greek architectural advancement as being Doric, Ionic, and Corinthian.
		Students will recognize the importance of the Pantheon as being a Greek architectural structure.
NICE TO KNOW Standards		Learning Targets

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UNIT 5: Multicultural Unit- Art of India, China, Japan, The Americas, & Africa

Duration of Unit: 7 Day(s)

Description of Unit: Working in cooperative groups, students will study artwork from India, Japan, China; North, Central, and South America; and Africa. Presentations on artwork styles and characteristics will be explored.

Academic Vocabulary: meditation, stupa, Buddhism, Hinduism, Vishnu, Shiva, Brahma, Bodhisattva, scroll, porcelain, vanishing point, dynasty, pagoda, Yamato-e, Ukiyo-e, woodblock printing, Zen Buddhism, Inuit, shaman, potlatch, totem pole, sipapu, adobe, kiva, pre-Columbian, Olmec, masquerade, griots, kente cloth, adze

Essential Questions and/or Enduring Understandings:
 5.1: Multicultural Group Presentation
 5.2: Printmaking Characteristics

ESSENTIAL Standards	Topics	Learning Targets
	5.1	Each student will create a work of art reflecting the country/culture they are researching as a part of the group's presentation.
		Students will research one of the listed art cultures and prepare a report that includes the location of the country, way of life of the people, and artistic characteristics of the culture assigned.
	5.2	Students will create a series of three original relief prints from a self created printing plate.
NICE TO KNOW Standards		Learning Targets

UNIT 6: Art in Quest of Salvation

Duration of Unit: 6 Day(s)

Description of Unit: An overview of Early Christian, Byzantine, & Islamic Art; Early Medieval and Romanesque; and Gothic Art will be explored through the text. Paintings, sculpture, and architectural developments will be the main focus of learning during this time line era.

Academic Vocabulary: catacombs, campanile, mosaic, pier, Hagia Sophia, Byzantine, Islam, Koran, mosque, minaret, muezzin, mihrab, alcazar, feudalism, serf, transept, monasticism, cloister, illumination, tapestry, pilgrimage, ambulatory, tympanum, Gothic, buttress, stained glass, gargoyle, fresco

Essential Questions and/or Enduring Understandings:

6.1: Identification of Early Christian, Byzantine, & Islamic Symbolism in Artwork

6.2: Identification of Early Medieval, Romanesque, & Gothic Artwork Characteristics

ESSENTIAL Standards	Topics	Learning Targets
	6.1	Students will identify major symbols used in Early Christian art and architecture as well as the Byzantine and Islamic art styles
	6.2	Students will compare and contrast the paintings, sculptures, and architectural features of the Romanesque period to that of the Gothic period.
		Students will describe what life was like living in the castles during the Romanesque period, and what the church paintings and architectural features were like during this time.
		Students will read how feudalism and monasticism fueled manuscript illumination, armor, and coat of arms designs during the Early Medieval period.
NICE TO KNOW Standards		Learning Targets

UNIT 7: Art of Merging Modern Europe

Duration of Unit: 5 Day(s)

Description of Unit: Students will study and discuss the Italian Renaissance, Art of the Sixteenth Century Europe, the Baroque and Rococo art periods.

Academic Vocabulary: Renaissance, humanism, linear perspective, aerial perspective, foreshortening, contrapposto, Pieta', Michelangelo, tempera, gesso, oils, triptych, Counter-Reformation, Baroque, facade, chiaroscuro, Rococo

Essential Questions and/or Enduring Understandings:

7.1: Renaissance philosophy & the artists of the time

7.2: Characteristics of the oil paint media and the first artists who used it

7.3: Mannerism

7.4: Counter-Reformation, Baroque Art Characteristics, Chiaroscuro

7.5: Rococo Art Characteristics

7.6: Watercolor Techniques

ESSENTIAL Standards	Topics	Learning Targets
	7.1	Students will explain the impact of the printing press, linear perspective and aerial perspective used in the creation of art.
		Students will identify the ideas of the Renaissance and their influence on art and artists of this time period.
	7.2	Students will identify characteristics in the work of Jan van Eyck, Rogier van der Weyden, and Hugo van der Goes.
	7.3	Students will explain what Mannerism is, discuss why it developed, and identify mannerist characteristics in the work of Parmigianino.
	7.4	Students will read and identify art effects stemming from the Counter-Reformation during the Baroque art period, and also the painting characteristics identified as "chiaroscuro".

	7.5	Students will analyze work done in the Rococo art style.
	7.6	Students will create a watercolor portrait study using tints, tones and shades with human face proportions and natural gradations within the study.
NICE TO KNOW Standards		Learning Targets

UNIT 8: Art of the Modern Era

Duration of Unit: 6 Day(s)

Description of Unit: Students will explore art styles and artists of the 20th Century to Modern times.

Academic Vocabulary: academie, Salon, Neoclassicism, propaganda, Romanticism, realism, Impressionism, Post-Impressionism, place, Fauvism, Expressionism, non objective art, Cubism, collage, Ashcan School, Armory Show, eclectic, Dadaism, Surrealism, Abstract Expressionism, Pop Art, Op Art, Hard Edge, assemblage, mobile

Essential Questions and/or Enduring Understandings:

- 8.1: Neoclassicism-Romanticism & Realism Impressionism
- 8.2: Post-Impressionism and Early American Art
- 8.3: The Industrial Revolution Impact: Fauves, Expressionism; Nonobjective art, & Cubism
- 8.4: Muralists of Mexico, the Ashcan School, & Modern Art Movements

ESSENTIAL Standards	Topics	Learning Targets
	8.1	Students will define Neoclassicism, Romanticism, Realism, and Impressionism art styles and discuss some of the works created by artists associated with these styles.
	8.2	Students will compare the difference between Post-Impressionism and Early American art characteristics and discuss some artists associated with these art styles.

	8.3	Students will do research and write about a topic for a combination essay paper/ report on the different art styles stemming from the Industrial Revolution to the present day.
	8.4	Students will explore the different styles evolving from the Industrial Revolution and write a paper/ report on the assigned style
NICE TO KNOW Standards		Learning Targets

UNIT 9: 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:

- 9.1: Logging with Words and Images
- 9.2: Chaos to Categories
- 9.3: Rate and Log
- 9.4: Pencil to Publish
- 9.5: Vocabulary Dice

ESSENTIAL Standards	Topics	Learning Targets
	9.1	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.
	9.2	Students will develop thinking about relationships between concepts and solidify their understanding.
	9.3	Students will explain ever-changing understandings and reshape schema.

	9.4	Students will connect new knowledge to make meaning and think ahead while reading.
	9.5	Students will develop relationships between concepts.
NICE TO KNOW Standards		Learning Targets

UNIT 10: 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:

10.1: Thinking About Content

ESSENTIAL Standards	Topics	Learning Targets
	10.1	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 11: 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:

- 11.1: Listening
- 11.2: Presenting
- 11.3: Discussing
- 11.4: Evaluation

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

UNIT 12: 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:

- 12.1: Circle Map
- 12.2: Bubble Map
- 12.3: Double Bubble Map
- 12.4: Tree Map
- 12.5: Flow Map
- 12.6: Multi-Flow Map
- 12.7: Brace Map
- 12.8: Analogy or Bridge Map
- 12.9: Multiple Features Map

ESSENTIAL Standards	Topics	Learning Targets
	12.1	Students will generate relevant information or seek context using a circle map.
	12.2	Students will organize attributes, traits, properties or descriptions with a bubble map.
	12.3	Students will compare and contrast using a double bubble map.
	12.4	Students will construct a Tree Map to classify or sort main ideas from details.
	12.5	Students will organize sequences, develop timelines and show chronological order.
	12.6	Students will organize cause and effect information and make predictions.
	12.7	Students will organize information for technical writing.
		Students will organize information from whole to part.
		Students will recognize physical relationships of an object.
	12.8	Students will compare and reason analogies.
		Students will solve analogies.

	12.9	Students will classify multiple sources of information.
		Students will organize information by attributes, traits or properties.
NICE TO KNOW Standards		Learning Targets

UNIT 13: 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:

- 13.1: Ideas
- 13.2: Organization
- 13.3: Word Choice
- 13.4: Sentence Fluency
- 13.5: Conventions

ESSENTIAL Standards	Topics	Learning Targets
	13.1	Students will practice and apply the IDEA trait to writing activities.
	13.2	Students will practice and apply the ORGANIZATION trait to writing activities.
	13.3	Students will practice and apply the WORD CHOICE trait to writing activities.
	13.4	Students will practice and apply the SENTENCE FLUENCY trait to writing activities.
	13.5	Students will practice and apply the CONVENTIONS trait to writing activities.

NICE TO KNOW Standards		Learning Targets

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