

Art II

Fine Arts

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit
Required Course

Course Overview

ART II has been developed as an extension ART I. Students will further explore applications of elements and principles of visual design. It will build upon knowledge from Drawing and Design and will provide opportunities for students to further explore color theory and visual media in a variety of creative approaches. Students will also develop a greater understanding and appreciation of styles of individual artists. A research paper is required.

Scope And Sequence

Timeframe	Unit	Instructional Topics
Ongoing	Art Appreciation/Great Artists of the World	1. Historical art recreation
Ongoing	Abstract Images	1. Creating Abstract Images
Ongoing	Elements and Principles of Design	1. Introduction to Elements and Principles of Design 2. Value and Real Objects Drawing
Ongoing	Advertising Design	1. How to create a successful advertisement
Ongoing	Pen and Ink Drawing	1. Pen and Ink Drawing
Ongoing	Surrealism	1. Original Surrealism Painting
Ongoing	Watercolor Close-ups	1. Watercolor Painting
Ongoing	Collage	1. Story Collage painting
Ongoing	Impressionism and Post Impressionism	1. Impressionism and Post Impressionism Research
Ongoing	3d design	1. Mask Making
Ongoing	American Abstraction Painting	1. The American Landscape
Ongoing	Drawing with color	1. Pastels, Colored Pencil, Outside
Ongoing	Printmaking	1. Linoprints and the History and Techniques of Printmaking
Ongoing	Painting Research	1. Research - Artists, Movements

Materials and Resources

Must pass Art 1 with C or Higher

Course Details

Unit: Abstract Images

Duration: Ongoing

Unit Description

In this unit we will explore Abstract art both non-objective and objective. We will learn to look at and appreciate historic abstract artwork and learn about the famous artist that formed the contemporary abstract movements.

Enduring Understandings (Knowledge & Skills)

- Why is abstract art important to the visual art society?
- What goes into creating a piece of abstract art?
- What are the important features of an abstract painting?

Academic Vocabulary

Abstract
Nonobjective
Objective
expression

Materials and Resources (optional)

Classroom Observation
Abstract Artist Research Questions

Topic: Creating Abstract Images

Duration: 15 Day(s)

Topic Description (short)

Students will create 2 abstract works of art and understand the difference between 1. Abstract Nonobjective and 2. Objective art. Students will learn how to rely on the elements and principles of art to create a designed based expressive piece of artwork.

Learning Targets

Aesthetics
Abstract
Non-objective

Art II

Fine Arts

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit
Required Course


Objective

Formative Assessment

Final art work critique and evaluation.
Classroom Observation

Learning Targets

Demonstrate an advanced knowledge of elements and principles of design by creating a variety of artworks that reflect this knowledge.
Demonstrate an ability to manipulate elements and principles of design in original art works.
Assessment: Classroom Observation
Create and produce two and three-dimensional abstract artworks that incorporate the elements and principles of design.
Assessment: Presentation

Learning Targets linked to Priority Standard = 

Unit: Art Appreciation/Great Artists of the World

Duration: Ongoing

Unit Description

Students will learn about some of the greatest artists from Impressionism through contemporary art. they will learn to look at art and discuss not only what they see but what they feel. They will use correct art vocabulary to talk about works from famous artist.

Enduring Understandings (Knowledge & Skills)

What form of art is the artist known for?
What Struggles might have developed the artist style and subject matter?
Why has art changed throughout history?
What challenges did artist go through to make those changes?

Academic Vocabulary

Art Appreciation
Art History
Impressionism
Cubism
Dadaism
Surrealism
Realism
Contemporary art

Summative Assessment

History

Materials and Resources (optional)

historical artist research paper
Artist Baseball Cards

Topic: Historical art recreation

Duration: 20 Day(s)

Topic Description (short)

Students will explore and research a historical artist in the given periods of art and create a piece of art based off their research. Artwork will also include a one page biography of the artist.

Learning Targets


Art History

Formative Assessment

Observation
evaluation of research
Critique of artwork

Learning Targets

Acquire a basic understanding of the major art movements in the history of man and the master artists associated with them.
Assessment: Class Response System
Acquire a basic knowledge of how art influences and is influenced by the cultures of society.
Assessment: Classroom Observation
Become familiar with the interrelationships of art, history, science and mathematics.
Assessment: Class Response System
Examine a master work through previous knowledge of the elements and principles of design.
Assessment: Classroom Observation

Learning Targets linked to Priority Standard = 

Unit: Elements and Principles of Design

Duration: Ongoing

Unit Description

This unit will be ongoing as we relate and discuss the Elements and Principles of Design. Every project we create in class will include the used

Art II

Fine Arts

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit
Required Course

elements and principles of design.

Enduring Understandings (Knowledge & Skills)

What elements of design are used in your project and how?

What principles of design are used in your project and how?

Academic Vocabulary

Elements: Line, Shape, Color, Value, Form, Texture and Space

Principles: Balance, Pattern, Contrast, Emphasis, Movement, Rhythm and Unity

Summative Assessment

Science

Materials and Resources (optional)

Element and Principle Quiz

Topic: Introduction to Elements and Principles of Design

Duration: 5 Day(s)

Topic Description (short)

Classroom presentation and notes over the elements and principals of art. Students will be able to look at a piece of art and pick out the elements and principles used.

Learning Targets

Elements of art

Principles of art

Formative Assessment

Quiz over Elements and Principles of art and design

Learning Targets

Students will identify the definitions of the elements and principles of design.

Description: Art Elements

Line - path made by a moving point

- Can be vertical (up and down), horizontal (side to side), diagonal (corner to corner), gesture (quick, rough line) zig-zag, curvy

Shape - a line that closes upon itself

- Two kinds: Geometric and Organic

Form - a shape that has had surface quality added to it to make it look three-dimensional

Value - gradation from black to white with variations of gray in between

Color - needs light, a receiver of light, and pigment

Texture - real or simulated tactile surface qualities

Space - positive, negative, or created depth in art

- Techniques for creating the illusion of space: overlapping, linear perspective

- Horizon line- where the sky and earth appear to meet

Art Principles

Balance - refers to the arrangement of visual elements to create stability in an artwork

- Symmetrical (formal) - organization of the parts of a composition so that one side duplicates or mirrors the other

- Asymmetrical (informal) - a way of organizing the parts of a design so that one side differs from the other without destroying the overall harmony.

- Radial - composition based on a circle with the design radiating from a central point

Pattern - A repeated decorative design such as a quilt pattern

Contrast - refers to differences between elements such as color, texture, value, and shape. A painting might have bright colors contrasted with dull or angular shapes contrasted with round ones

Emphasis - the creation of visual importance through use of selective stress

Movement - used to create the look and feeling of action and to guide the viewer's eye throughout the work


Unity - the look and feel of wholeness or oneness that results from the successful combination of elements in an artwork

Repetition - refers to a way of combining art elements so that the same elements are used over and over

Rhythm - refers to the careful placement of repeated elements in a work of art to cause a visual tempo or beat

Assessment: Students will take notes on Elements and Principles during lecture. After doing several activities using these elements and a review, students will be quized over the definitions.

Quiz

Learning Targets linked to Priority Standard = 

Topic: Value and Real Objects Drawing

Duration: 3 Day(s)

Topic Description (short)

Creating value by drawing from observed still life. Understand where the light source is and how it works around contours.

Learning Targets

Value

Art II

Fine Arts

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit
Required Course

Tints
Shades
Stilllife
gradation

Formative Assessment

Classroom observation
Final drawing critique and evaluation

Learning Targets

Assess student skill level and use of value in a still life drawing

Description: Assess students' skill level by having them draw 2 pinecones. It should take one whole day just to draw the outline and line portion, and another day or two to add values. Students should take the first few minutes to just look at the pine cones. They must fill the page with their drawing.

Assessment: Students will be assessed on their ability. The point of this assignment is for the instructor to become familiar with students' skill level and confidence in their drawing and shading.

Learning Targets linked to Priority Standard = +

Unit: Advertising Design

Duration: Ongoing

Unit Description

This unit will introduce students the the Graphic Design element of art and Careers in art. Students will create a ad campaign and understand how the design principles apply to creating marketing materials.

Enduring Understandings (Knowledge & Skills)

How does your advertisement use balance?
Why are the artistic elements and principles important in graphic design?
What Careers are there for artist?

Academic Vocabulary

Graphic Design
Balance
Computer

Summative Assessment

marketing
graphic design

Topic: How to create a successful advertisement

Duration: 15 Day(s)

Topic Description (short)

Students will create at least 2 ads that have the same theme making this a campaign. We will discuss creative ideas and layout.

Learning Targets

Print advertising
Graphic Design
Commercial art
Layout
Marketing

Formative Assessment

Classroom Observation
Critique of final print ads

Learning Targets

Students will learn how to make a successful advertisement

Description: The class will vote on a product to design for an advertisement: each student designs their own. Students will learn about how simplicity in words, color and design is important. They must also use a color scheme from the list I provide.

Assessment: Students will be assessed on their ability to create a successful advertisement for a product working from the criteria and requirements provided.

Learning Targets linked to Priority Standard = +

Unit: Pen and Ink Drawing

Duration: Ongoing

Unit Description

Using pen and ink methods of drawing to show texture and value through manipulation of line and dots. Being able to observe and recreate a realistic drawing from a photograph

Enduring Understandings (Knowledge & Skills)

How can you show value and gradation with pen and ink?
How is contrast represented in your drawing?

Academic Vocabulary

Hatching

Art II

Fine Arts

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit
Required Course

stippling
crosshatching
irregular line
Quill and well
Contrast

Topic: Pen and Ink Drawing

Duration: 14 Day(s)

Topic Description (short)

students will create a realistic drawing by observing still life and using pen and ink techniques to depicting different values and textures.

Learning Targets

Textures
Pen and Ink
Value
Still Life

Formative Assessment

Classroom observation
Critique and final drawing evaluation

Learning Targets

Create art using Pen and Ink
Assessment: Presentation

Demonstrate understanding of art vocabulary

Description: The student should be able to demonstrate an understanding of art vocabulary that includes an ability to apply elements and principles of design with confidence.

Assessment: Presentation

Critique artworks

Description: Student should be able to interpret and critique works of art objectively and apply the same criteria to their own works of art.

Assessment: Presentation

Learning Targets linked to Priority Standard = +

Unit: Surrealism

Duration: Ongoing

Unit Description

Students will learn and develop an appreciation of artists and the art movement: Surrealism. They should develop and understanding of how art is integrated in culture, apply that knowledge to their own design using the elements and principles and critique original works of art painted in the style of the Surrealists.

Enduring Understandings (Knowledge & Skills)

what is a period of art?
what did artist go through to change the concepts of what was considered art?
how does Surrealism differ from other periods of art?
what are the characteristics of surrealism artworks?

Academic Vocabulary

Surrealism
Artistic Movements
Art Appreciation

Summative Assessment

History

Topic: Original Surrealism Painting

Duration: 20 Day(s)

Topic Description (short)

Students will create an original painting based on a weird/imaginary dream they had depicting these unrealistic things with realistic items like a melting clock.

Learning Targets

Surrealism
imaginary
art movements

Formative Assessment

Final Critique and Evaluation of artwork
Paper over a surrealist artist
painting quiz
Color theory

Learning Targets

Art II

Fine Arts

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit
Required Course

Visual Arts and Culture

Description: Student should be able to develop an appreciation of the visual arts and a basic understanding of how they are integrated into the cultures of all people.

Assessment: Class Discussion


Understanding Vocabulary related to Surrealism and art appreciation

Description: Student should be able to demonstrate an understanding of art vocabulary that includes an ability to apply elements and principles of design with confidence.

Assessment: Class Discussion

Produce original painting in the style of the surrealists

Assessment: Presentation and critique

Learning Targets linked to Priority Standard = 

Unit: Watercolor Close-ups

Duration: Ongoing

Unit Description

Students will review watercolor techniques and create a series of watercolor paintings using different techniques and methods. These methods will include items that interact with watercolor to create certain looks.

Enduring Understandings (Knowledge & Skills)

How do different things effect watercolor?

Do certain methods of painting lend themselves to looks you might want to achieve?

How do you add value with watercolor?

Academic Vocabulary

Graded Wash - Apply paint in horizontal strokes on wet paper adding water as you move down the page to give a graded appearance. Used for skies and large bodies of water.

Flat Wash - Apply paint in horizontal strokes on wet paper adding paint as you move down the page to give a flat appearance. Used for large buildings or large background areas

Wet-in-wet - Use wet paper and wet paint for special effects. Trees, bushes, flower petals, fireworks, etc.

Dry on Dry - Use dry paper and almost dry paint to paint areas of brush or grass

Wet on Dry - Use wet paint on dry paper for details and small areas. It is called "elementary technique" because it is usually used in elementary school for all watercolor techniques. If used in large areas it will dry shiny and have an unprofessional look.

Sponging - Use a damp sponge to remove areas of paint for special effects like clouds

Masking - A liquid friskit used to protect certain lighter areas so that a darker background can be painted first

Spatter - Used by tapping paint over your finger in complementary colors to create the illusion of texture

Blending - Using two colors in a wash that overlap to create a third color. Used to make effects such as sunsets

Crayon Resist - Using crayon in areas to resist paint allowing light details to show through large areas

Watercolor Pencils - Pencils with a solid core of watercolor that can be blended with water to make watercolor or used to make tiny details on a finished painting

Gray - Since black is not used in watercolor, we make gray by mixing red and green

Palette - A white pan used for mixing or holding watercolor paint

Stretching - When you place wet watercolor paper on a board and attach tape and staples to hold it in place and keep it flat

Rag Pulp - Content of watercolor paper made from rag rather than wood

Round Brush - A soft bristled brush used for details and small areas

Flat Brush - A soft bristled flat brush used for washes and larger areas

Art II

Fine Arts

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit
Required Course

Opaque - Having the quality of not being able to see through paint

Transparent - Having the quality of being able to see through paint

Value - A range of dark to light paint used in a graded wash

Watercolor - A man-made, water-based, transparent paint

Topic: Watercolor Painting

Duration: 10 Day(s)

Topic Description (short)

the creation of a watercolor painting from an original drawing using at least 3 learned methods for watercolor painting.

Learning Targets

Wash
Opaque
Transparent
wet on wet
water resistant

Formative Assessment

Final artwork Critique and evaluation

Learning Targets


Produce an original painting using multiple watercolor techniques

Assessment: Presentation

understanding watercolor and art Vocabulary

Description: Demonstrate an understanding of art vocabulary that includes an ability to apply elements and principles of design with confidence

Assessment: Class Discussion

Learning Targets linked to Priority Standard = 

Unit: Collage

Duration: Ongoing

Unit Description

Students will create a contemporary piece of artwork using mixed media and collaged items. The artwork should be expressive with a mixture of printed items, painted, and drawn. The collage should tell a story and engage the viewer.

Enduring Understandings (Knowledge & Skills)

How can you tell a story with a piece of artwork?

Can abstract elements help direct a viewer around a piece of art?

Why are Collages and Mixed Media art considered Contemporary art?

Academic Vocabulary

Collage
Mixed Media
printmaking

Summative Assessment

Current Events

Topic: Story Collage painting

Duration: 10 Day(s)

Topic Description (short)

Students will create a Collage using printed, painted and drawn media. The artwork must tell a story and lead the viewer around the piece. Knowledge of Balance and Rhythm should be depicted.

Learning Targets

Collage
Mixed Media
Balance
Rhythm

Formative Assessment

Critique and Evaluation of Final Art work
Classroom Observation

Learning Targets

Produce an original collage design

Assessment: Presentation

creating a piece of art that tells a story by incorporating the elements and principles of design

Art II

Fine Arts

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit
Required Course

Assessment: Class Discussion

Learning Targets linked to Priority Standard = +

Unit: Impressionism and Post Impressionism

Duration: Ongoing

Unit Description

This unit will explore impressionism and Post Impressionism and some of the most important artist of this period. Students will research artist of the movements and study the style and methods behind their artwork. This period of art focused on color, expression and moments in time. Artwork was created quickly.

Enduring Understandings (Knowledge & Skills)

How did impressionism change art?
Who were the most influential artist during this time and why?
Why did artist from this movement struggle to sell artwork?

Academic Vocabulary

Impressionism
Post Impressionism
Pointillism
Printmaking

Summative Assessment

History

Topic: Impressionism and Post Impressionism Research

Duration: 10 Day(s)

Topic Description (short)

Students will research and discuss what Impressionism and Post Impressionism are and how they changed art. They will then Create a piece of art based off a artist from one of these movements. Students will present their art and artist in class.

Learning Targets

Impressionism
Post Impressionism
Art Movements
Critique
Brush Strokes

Formative Assessment

Critique of artwork
Classroom Observation
Presentations
Quizzes

Learning Targets

Become familiar with the artists of this period.
Assessment: Class Response System
Identify some of the major artworks of the period.
Assessment: Class Response System
Understand how the art of this era related to European and U.S. cultures.
Assessment: Classroom Observation
Become familiar with the characteristics of these art movements.
Assessment: Class Response System
Express the differences between Impressionism, Post Impressionism and other art movements.
Assessment: Classroom Observation
Use basic art vocabulary.
Assessment: Classroom Observation

Learning Targets linked to Priority Standard = +

Unit: 3d design

Duration: Ongoing

Unit Description

Creation of a piece of 3d artwork using a variety of construction techniques. Students will learn what 3d art is and study different forms of sculpture.

Enduring Understandings (Knowledge & Skills)

Why are sketches important to creating 3d art?
What are some Sculptures you can think of and what were they created from?

Academic Vocabulary

3 Dimensional art
Sculpture
assemblage

Art II

Fine Arts

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit
Required Course

Mobile

Topic: Mask Making

Duration: 14 Day(s)

Topic Description (short)

Mask making throughout history. How to create a mask using paper mache techniques. Structure of Mask and Proportions.

Learning Targets

Paper Mache
Assemblage
3 Dimensional art
Sculpture

Formative Assessment

Final Mask Critique and Evaluation
Classroom Discussion

Learning Targets

Produce original designs
Assessment: Presentation
Demonstrate an understanding of art vocabulary that includes an ability to apply elements and principles of design with confidence.
Interpret and critique works of art objectively and apply the same criteria to their own works of art.
Students will produce a representational 3d piece of art using paper mache.
Assessment: Class presentation
create a sculpture by layering and adhering material or objects (e.g., natural or manufactured clays, paper, board, plastercraft, paper mache, assemblage)

Learning Targets linked to Priority Standard = +

Unit: American Abstraction Painting

Duration: Ongoing

Unit Description

We will Study American abstraction and what that movement of art looked like. We will be looking at artist that were influential to this movement like Georgia O'Keeffe. Students will look at he style and colors used and mimic that to create their own artwork.

Enduring Understandings (Knowledge & Skills)

How are Movements in art important to society
Why was Georgia O'keefe such an important figure to art during this time?
Explain the style of American Abstraction

Academic Vocabulary

American Abstraction
Warm Colors
Cool Colors
Texture
Art Movements

Topic: The American Landscape

Duration: 15 Day(s)

Topic Description (short)

American Abstraction. We will study Georgia O'Keeffe and her style of painting. We look at samples of her work and influences on art. Students will then be required to create a work of art based off what they have learned.

Learning Targets

American Abstract
Warm Colors
Cool Colors

Formative Assessment

Critique of Artwork
Classroom Discussion

Learning Targets

Develop an appreciation of the visual arts and a basic understanding of how they are integrated into the cultures of all people.
Assessment: Classroom Observation
Demonstrate an understanding of art vocabulary that includes an ability to apply elements and principles of design with confidence.
Assessment: Classroom Observation
Interpret and critique works of art objectively and apply the same criteria to their own works of art.
Assessment: Classroom Observation
Produce an original painting in the style of O'Keeffe and the American Abstractionists
Assessment: Presentation

Learning Targets linked to Priority Standard = +

Art II

Fine Arts

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit
Required Course

Unit: Drawing with color

Duration: Ongoing

Unit Description

We will talk about how to represent realistic observations using color and the drawing mediums associated with art the represent this. Students will learn how to depict value and perspective with color mediums on a 2d surface.

Enduring Understandings (Knowledge & Skills)

What are some ways to depict value without using black or white?

what are the 3 parts of a landscape?

Why do you think observational drawing is harder?

Academic Vocabulary

Value

Landscape

mixing opposites

true hue

warm colors

cool colors

Highlights

Analogous colors

Topic: Pastels, Colored Pencil, Outside

Duration: 10 Day(s)

Topic Description (short)

students will create an outside landscape drawing using pastels and color pencils form observation.

They will show understanding of perspective and value using color.

Learning Targets

Value

Mixing Opposites

Pastels

Landscape

Perspective

Formative Assessment


Final drawing critique and evaluation

Classroom Observation

Learning Targets

Use previously acquired knowledge of value, contrast, and various drawing techniques

Transfer 3 dimensional objects onto a 2 dimensional surface

Learning Targets linked to Priority Standard = 

Unit: Printmaking

Duration: Ongoing

Unit Description

In this unit we will look into printmaking, where it came from and how it not only change the art world but civilization as a whole. We will look at different pieces of artwork and the many different forms of printmaking including etching, woodcut, linocut, monoprints, screen printing and engravings. We will also look at some major artist that revolutionized printmaking process.

Enduring Understandings (Knowledge & Skills)

How did printmaking change civilization?

What did printmaking allow artist to do?

Is printmaking an art?

Academic Vocabulary

Printmaking

Woodcut

Etching

Linocut

screen printing

editions

Summative Assessment

history

Topic: Linoprints and the History and Techniques of Printmaking

Duration: 15 Day(s)

Topic Description (short)

Students will create a linocut print using 3 or more color runs. We will look into the history of printmaking and how it not only change the art world but society as a whole.

Art II

Fine Arts

Grade(s) 10th - 12th, Duration 1 Year, 1 Credit
Required Course

Learning Targets


Linocut
Registration
Edition
brayer
printmaking
Proofs
Relief Print

Formative Assessment

Final Print Critiques and Knowledge page

Learning Targets

Acquire a knowledge of techniques and tools for printmaking
Become familiar with printing lines and the design possibilities for printmaking
Understand the history of printmaking and the different types

Learning Targets linked to Priority Standard = 

Unit: Painting Research

Duration: Ongoing

Unit Description

Understand how painting has evolved over the years helps in the development of young artist. Students will pick a period of art and a painter from that period to research and study.

Enduring Understandings (Knowledge & Skills)

Why was your period of art important to the development of modern art?
What was the significance of your chosen artist to a period of art?
Why did you select this period of art? What drew you to it.
How does your art relate to that or the chosen period of art?

Academic Vocabulary

Art history
Art appreciation

Summative Assessment

History

Topic: Research - Artists, Movements

Duration: 14 Day(s)

Topic Description (short)

Pick an artist and art period to research and write a paper on. Show an understanding of their style, technique and how that is associated with the art movement or period.

Learning Targets

Art movements
Art History
Technique

Formative Assessment

Final Research paper and sample art piece.
Classroom Observation

Learning Targets

Research a master artist and be able to write an analysis of that artist's style, technique, and identify the cultural influences on his/her work
Demonstrate a working knowledge of a variety of artistic styles and media and apply this knowledge to research

Learning Targets linked to Priority Standard = 