

Skills and Strategies

- Knowledge and Understanding
- Application
- Reflection and Evaluation
- Artistic Awareness and Personal Engagement

Pre-Requisites for this Course

- none

Unit 1: Elements and Principle of Design**ENDURING UNDERSTANDINGS:**

- Students will demonstrate understanding of certain elements and principles of design.
- Students will identify focal points in advertisements.
- Students will be able to create an artwork with a focal point, using proper watercolor and pen/ink techniques.
- Students will be able to use art to not only communicate an idea, but exhibit understanding of capturing and drawing the viewer's eye to a specific spot.

OBJECTIVES:

- Use appropriate vocabulary to explain how the elements and principles of art communicate different meanings. (7.A&R.A.2)
 - I can use appropriate vocabulary in regards to principles and elements of design and their definitions as well as their relationships with each other.
- Identify how aspects of culture influence ritual and social artwork. (8.CRA.D.4)
 - I can explain the uses of print advertising, and its role in today's society.
- Use a variety of sources to generate original ideas for art making. (7.CE&C.B.3)
 - I can create a variety of art sketches that incorporate ideas related to elements and principles of design, as well as implement ideas of my own.
- Explain and defend their artistic decisions using appropriate visual art vocabulary. (8.CE&C.E.5)
 - I can explain and defend my artistic decisions using appropriate art vocabulary.
- Improve craftsmanship and refine ideas in response to feedback and self-assessment. (7. CE&C.E.6)
 - I will improve upon my design creatively and with better craftsmanship through feedback and self-assessment.
- Demonstrate increased technical skill by using more complex processes to design and create two- and three-dimensional artworks. (8.CE&C.D.4)
 - I will design an artwork through the process given to me, which includes brainstorming, drafting, feedback, revision, and further feedback.
- Demonstrate an enhanced level of craftsmanship in original two- and three-dimensional art products. (8.CE&C.B.2)
 - I have created a 2D work of art of my own design that displays my use of available techniques related to the elements and principles of design.

- Identify and apply criteria to assess content and craftsmanship in their works. (8.CE&C.A.1)
 - I can identify and apply assessment criteria in looking at my art content.

Unit 2: One Point Perspective

ENDURING UNDERSTANDINGS:

- Students will have a working knowledge of one point perspective, and its uses in creating an illusion of depth.
- Students will be able to not only create 3-D shapes, but also create more complicated tricks, such as holes, layers and intersections (possibly “impossible” shapes as well).
- Students will understand the development of linear perspective through the Renaissance, and the changes that occurred compared to artworks prior.

OBJECTIVES:

- Select and organize artworks from the same historical period and analyze the relationships between the works. (7.HC&SC.D.5)
 - I can identify the lack of perspective in artworks prior to the Renaissance, versus the use of proper perspective during and following the Renaissance.
- Demonstrate a variety of techniques to create the illusion of depth. (7.CE&C.A.1)
 - I can use one point perspective techniques to create an illusion of depth.
- Improve craftsmanship and refine ideas in response to feedback and self-assessment. (7.CE&C.E.6)
 - I will improve upon my design creatively and with better craftsmanship through feedback and self-assessment.
- Demonstrate an enhanced level of craftsmanship in original two- and three-dimensional art products. (8.CE&C.B.2)
 - I have created a 2D work of art of my own design that displays my use of available techniques related to one-point perspective.
- Identify and apply criteria to assess content and craftsmanship in their works. (8.CE&C.A.1)
 - I can identify and apply assessment criteria in looking at my art content.
- Demonstrate increased technical skill by using more complex processes to design and create two- and three-dimensional artworks. (8.CE&C.D.4)
 - I can use one point perspective techniques to create more complex shape interactions, such as holes, layers, intersections, and impossible shapes.
- Apply observations skills to refine and improve their representational drawings. (7.CE&C.C.4)
 - I can identify areas of my artwork that need correction, cleaning up, or other general fixes.

Unit 3: Portrait Drawing

ENDURING UNDERSTANDINGS:

- Students will demonstrate the use of gesture drawing through the realistic rendering of a classmate.
- Students will demonstrate the visual differences of straight, $\frac{3}{4}$ and profile portraits through drawing

OBJECTIVES:

- Apply observations skills to refine and improve their representational drawings. (7.CE&C.C.4)
 - I will rework my drafts of portraits to improve upon my weak points that I've identified in accurately portraying my subject.
- Improve craftsmanship and refine ideas in response to feedback and self-assessment. (7.CE&C.E.6)
 - I will rework my drafts of portraits to improve upon my weak points that my teacher, my peers, or I have identified in accurately portraying my subject.
- Demonstrate increased technical skill by using more complex processes to design and create two- and three-dimensional artworks. (8.CE&C.D.4)
 - I will draw portraits using the processes of gesture and contour drawing in creating 2D works.

Unit 4: Origami Frog

ENDURING UNDERSTANDINGS:

- Students will demonstrate the use of gesture drawing through the realistic rendering of a classmate.
- Students will demonstrate the visual differences of straight, $\frac{3}{4}$ and profile portraits through drawing

OBJECTIVES:

- Provide insight into the factors that might influence an artist's style and choice of subject matter. (7.HC&SC.B.3)
 - I will study, understand and experience the Japanese art form of origami and it's relation to the Japanese culture.

Unit 5: Sculpture Proposal

ENDURING UNDERSTANDINGS:

- Students will be able to describe, explain and articulate the artworks of Claes Oldenburg and their social impact.
- Students, working collaboratively, will create a proposal of an outdoor sculpture, demonstrating the understanding of using artwork to make social, environmental or political statements.
- Students will demonstrate the unique dynamics of working in a group setting versus as an individual.

OBJECTIVES:

- Identify how aspects of culture influence ritual and social artwork. (8.CRA.D.4)
 - I can discuss the cultural and social influences of Claes Oldenburg's artworks.
- Identify artworks that make a social or political comment and explain the messages they convey. (8.HC&SC.B.3)
 - I can discuss the social or political comment of Claes Oldenburg's artwork and explain the message he is trying to communicate.
- Create artwork that expresses a personal comment about a social, environmental, or political issue. (7.CR&A.A.1)
 - I have created a proposal for an outdoor sculpture making a social, environmental and/or political issue.
- Collaborate to create a thematic work that incorporates visual art. (8.CR&A.C.3)
 - I have worked in a small group as a "sculpture company" to create a proposal for an outdoor sculpture.
- Compare their viewpoints about a selected work of art with an art critic's viewpoint of the same work. (8.VAAR.B.3)
 - I have compared my viewpoint about Oldenburg's artwork to those of art critics (as well as Oldenburg's).