

**Unit #1 Title: Two Dimensional Art/Elements and Principle Drawings**

**Aug 7-26**

**Unit Summary:**

Students will be involved in creating several different types of two dimensional “figure drawing” pieces using different types of media.

**Resources:** Charcoal, Pencil, Colored Pencil, etc. will be used. Student models will be used, as well as, wooden “dummy” figure dolls.

**Assessments:** Students will be “formatively” observed on a daily basis and will be graded “summatively” with a rubric specifically designed to the assignment at hand. Students may also be asked to “assess” theirs, as well as, others artwork during an oral critique.

Standards	Learning Targets
<p><b>AH-HS-1.4.2</b> Students will analyze or evaluate the use of media and art processes in creating artworks.</p>	<p>“ I can” analyze or evaluate the use of media and art processes in creating artworks, by using the human figure as a model to practice “perspective” and “proportion.”</p>
<p><b>AH-AH-1.4.1</b> Students analyze or evaluate the use of elements and principles of design in a variety of artworks.</p>	<p>“ I can” analyze or evaluate the use of elements and principles of design in a variety of artworks.</p>

**Unit# 2 Title : Soap Carvng**

<p><b>Aug 27-Sept 7</b></p> <p><b>Unit Summary:</b> Students are to bring in a bar of soap. They are given the choice to carve a fish, a bird, or some type of automobile.</p> <p><b>Resources:</b> Soap, carving tool (typically clay tool), paper and pencil for a dimensional drawing as a guide.</p> <p><b>Assessments:</b> Students will be “Formatively” observed on a daily basis and will be graded “Summatively” with a rubric specifically designed to the assignment at hand. Students may also be asked to “assess” theirs, as well as, others artwork during an oral critique.</p>	
<p><b>AH-HS-1.4.1</b> Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks.</p>	<p>“I can” design a variety of artworks including a fish, bird, or automobile. Also, I can analyze and evaluate those artworks by explaining in oral or written form “how” I used those elements and principles.</p>
<p><b>AH-HS-1.4.2</b> Students will analyze or evaluate the use of media and art processes in creating artworks.</p>	<p>“I can” evaluate the use of media, once again, by orally or in written form explaining to the teacher how the medium affected the outcome of my project.</p>

Unit #   3  

Title: **Time Period Dress Up**

<p><b>Sept 8-Oct 8</b></p> <p><b>Unit Summary:</b> Students are to pick a certain artist. They will research that artist and then they will work on speaking like the artist. If it's a Spaniard, then they would learn at least one line of Spanish. They will do a one minute speech dressed as the artist presenting three different pieces of artwork they students has created related to that artist.</p> <p><b>Resources:</b> Internet, multiple area of media which could include paint, pencil, charcoal, pastels, etc. Books on relevant artists</p> <p><b>Assessments:</b> Students will be "Formatively" observed on a daily basis and will be graded "Summatively" with a rubric specifically designed to the assignment at hand. Students may also be asked to "assess" theirs, as well as, others artwork during an oral critique.</p>		
<p><b>AH-HS-4.4.2</b> Students will use media and processes, subject matter and symbols, ideas, and themes to communicate cultural aesthetic and values.</p>	<p>"I can" use media processes, subject matter and symbols, ideas, and themes, to communicate cultural aesthetic and values.</p>	
<p><b>AH-HS-4.3.1</b> Students will ceate and perform using elements of drama (Literary-script writing, Technical design, performance and acting.</p>	<p>"I can" create and perform using elements of drama</p>	

Unit #   4  

Title   Jewelry/Hemp Bracelet Making

**November 9-December 18th**

**Unit Summary:**

Students use “how to” books on bracelet, necklace, etc. making. They may also use teacher and computer for guidance. They can make up to two necklaces and two bracelets, if time allots.

**Resources:** Hemp, beads, scissors, booklet on different ways to create bracelets.

**Assessments:** Students will be “Formatively” observed on a daily basis and will be graded “Summatively” with a rubric specifically designed to the assignment at hand. Students may also be asked to “assess” theirs, as well as, others artwork during an oral critique.

Standards	Learning Targets
<p><b>AH-HS-3.4.1-</b> Students will explain how art fulfills a variety of purposes.</p>	<p>“I can” show how art can serve a purpose, such as being able to wear it as a fashion piece.</p>

Unit # 5

Title Charcoal/Watercolor

2 Dimensional \_\_\_\_\_

**Jan 3-Feb 4th**

**Unit Summary:**

Students will get a basic foundation of charcoal and watercolor. These are media that Art I students probably haven't had much experience in. Students will be asked to do "still lifes" using the two different types of media. They will also be taught different techniques involved in each respective medium.

**Resources:**

Charcoal, Paper, Watercolor, Watercolor Paper Pads, cups, brushes, water, tortillions.

**Assessments:** Students will be "Formatively" observed on a daily basis and will be graded "Summatively" with a rubric specifically designed to the assignment at hand. Students may also be asked to "assess" theirs, as well as, others artwork during an oral critique.

Standards	Learning Targets
<p><b>AH-HS-1.4.1</b> Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks.</p>	<p>"I can" evaluate the use of the elements of art and principles of design in a variety of artworks by having my students work on line and color with charcoal and watercolor.</p>
<p><b>AH-HS-1.4.2</b> Students will analyze or evaluate the use of media and art processes in creating artworks.</p>	<p>"I can" analyze or evaluate the use of media and art processes in creating artworks</p>


Unit #   6  

Title   Paper Mache  

<p><b>Feb 5- Feb 28th</b></p> <p><b>Unit Summary:</b> Students will have choice of an animal to create out of paper mache. In the past, they have done large pieces, but this year, I am going to make it an individual project. They will also do a written critique of the final product.</p> <p><b>Resources:</b> Paper Mache paste, newspaper, paint, brushes, cups, water</p> <p><b>Assessments:</b> Students will be “Formatively” observed on a daily basis and will be graded “Summatively” with a rubric specifically designed to the assignment at hand. Students may also be asked to “assess” theirs, as well as, others artwork during an oral critique.</p>	
Standards	Learning Targets
<p><b>AH-HS-1.4.1</b> Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks</p>	<p>“ I can” the use of the elements of art and principles of design by completing a paper mache animal.</p>
<p><b>AH-HS-1.4.2</b> Students will analyze or evaluate the use of media and art processes in creating artworks.</p>	<p>“ I can” evaluate the use of media and art processes in creating artworks with a written critique of my final product</p>

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Unit # 7

Title Cultural Plaster

**March 1-April 1**

**Unit Summary:**

Have students create 3 dimensional objects out of newspaper tape and plaster. These objects will be something found in another country, or something that was brought to us by another country (i.e. piñata, Buddha figure)

**Resources:** Newspaper, plaster, tape, water, cups, paint, paint brushes.

**Assessments:** Students will be “Formatively” observed on a daily basis and will be graded “Summatively” with a rubric specifically designed to the assignment at hand. Students may also be asked to “assess” theirs, as well as, others artwork during an oral critique.

**Standards**

**Learning Targets**



<p><b>AH-HS-4.4.2</b> Students will use media and processes, subject matter, symbols, ideas and themes to communicate cultural and aesthetic values.</p>	<p>“I can” use media and processes, subject matter, symbols, ideas and themes to communicate cultural and aesthetic values through having students create pottery that directly reflects the cultures and processes of African, Asian, Spanish, etc. cultures.</p>
<p><b>AH-HS-1.4.1</b> Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks.</p>	<p>“I can” analyze or evaluate the use of the elements of art and principles of design in a variety of artworks by having the students write a written reflection of their work.</p>
<p><b>AH-HS-1.4.2</b> Students will analyze or evaluate the use of media and art processes in creating artworks.</p>	<p>“I can” evaluate the use of media and art processes in creating artworks.</p>

Unit # 8 Title Canvas Portrait

**April 2-April 22**

**Unit Summary:**

Students create a self-portrait of themselves on a at least 18x22 canvas. They will choose to paint themselves using one of three color combinations. They may use only warm colors, cool colors, or complimentary colors.

**Resources:** Pencil, paper, canvas, paint, cups, water, paint brushes

**Assessments:** Students will be “Formatively” observed on a daily basis and will be graded “Summatively” with a rubric specifically designed to the assignment at hand. Students may also be asked to “assess” theirs, as well as, others artwork during an oral critique.

Standards	Learning Targets
<p><b>AH-HS-1.4.1</b> Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks</p>	<p>“I can” analyze or evaluate the use of the elements of art and principles of design in a variety of artworks by creating a written critique.</p>
<p><b>AH-HS-1.4.2</b> Students will analyze or evaluate the use of media and art processes in creating artworks.</p>	<p>“I can” analyze or evaluate the use of media and art processes in creating artworks by using these elements and principles to complete a portrait composition.</p>

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Unit #   9   Title                    **Symmetrical/Asymmetrical Multimedia Compositions**

**April 23-May1**

**Unit Summary:** Students will learn about and produce works related to symmetry and asymmetry. They may be asked to do something as small as a symmetrical smiley face on small paper to creating a large pastel piece with asymmetry involving surrealism, impressionism, etc.

**Resources:** Variety of media could be used here. Pencil, paint, charcoal, as well as three dimensional materials such as plaster or paper mache.

**Assessments:** Students will be “Formatively” observed on a daily basis and will be graded “Summatively” with a rubric specifically designed to the assignment at hand. Students may also be asked to “assess” theirs, as well as, others artwork during an oral critique and/or a written critique.

Standards	Learning Targets
<p><b>AH-HS-1.4.1</b> Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks</p>	<p>“I can” analyze or evaluate the use of the elements of art and principles of design in a variety of artworks by creating a written critique.</p>
<p><b>AH-HS-1.4.2</b> Students will analyze or evaluate the use of media and art processes in creating artworks.</p>	<p>“I can” analyze or evaluate the use of media and art processes in creating artworks by using these elements and principles to complete symmetrical and asymmetrical pieces of artwork.</p>

<p><b>Unit# 10</b></p> <p><b>Unit Summary:</b> Portraits / Students apply their color theory and perspective to re-producing themselves. Self portraits in which they must use a method of color that is not realistic. Warm color, Cool color, Complimentary, or Analagous color cominations may be used.</p> <p><b>Resources:</b> Paint, canvas, pencil</p> <p><b>Assessments:</b> Students will be “Formatively” observed on a daily basis and will be graded “Summatively” with a rubric specifically designed to the assignment at hand. Students may also be asked to “assess” theirs, as well as, others artwork during an oral critique and/or a written critique.</p>	
<p><b>Standards</b></p>	<p><b>Learning Targets</b></p>
<p><b>AH-HS-1.4.1</b> Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks</p> <p><b>AH-HS-1.4.2</b> Students will analyze or evaluate the use of media and art processes in creating artworks.</p>	<p>“I can” analyze or evaluate the use of the elements of art and principles of design in a variety of artworks by creating a written critique.</p> <p>“I can” analyze or evaluate the use of media and art processes in creating artworks by using these elements and principles to complete symmetrical and asymmetrical pieces of artwork.</p>

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