Unit Summary and Rationale: The students will be using some basic drawing tools to help them create their own abstract design. Upon completion of the design, they will be using a medium of choice to fill in their abstract design.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

What tools and supplies can be used to help in the construction of an abstract art project?

- Students will be able to explore different abstract artists and understand some of the basic concepts behind abstract art.
- Students will be able to use basic drawing tools to help in the creation of their abstract art.
- Students will be able to explore different mediums that will assist in the creation of their abstract art piece.

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Unit Standards:

- **25.A.5** Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.
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Assessments:

Formative Assessments	Summative Assessments		
 Frank Stella abstract artwork worksheet Abstract Sketchbook Assignment #1 Abstract Sketchbook Assignment #2 	Abstract Design Project		

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

- 1. Students read a Scholastic Art Magazine entitled Frank Stella Abstraction
- 2. Students will fill out a worksheet that is related to Frank Stella and his abstract art.
- 3. Students will use the internet to explore other famous abstract artists and their artwork.
- 4. Students will be introduced to simple drawing tools they can use for their project.
- 5. Students will begin to draw out their abstract design using only a pencil and the drawing tools made available to them.
- 6. Students will begin to fill in their drawings with their medium/s of choice (paint, oil pastel, chalk, graphite, ink, watercolor, color pencil, markers.

Video:
Text:
Scholastic Art Magazine
Art Fundamentals
Internet Sources
www.demilked.com

Vocabulary/Artists:

Abstract art, nonfigurative art, nonobjective art, nonrepresentational

Alexander Calder, Frank Stella, Paul Klee, Joan Miro, Piet Mondrian, Georgia, O'Keeffe, Jackson Pollock, Mark Rothko,

Unit Summary and Rationale: The students will use the internet to complete an assignment that will teach them about different types of art throughout art history. Therefore, they will also be learning about different artists and styles of art from many websites.

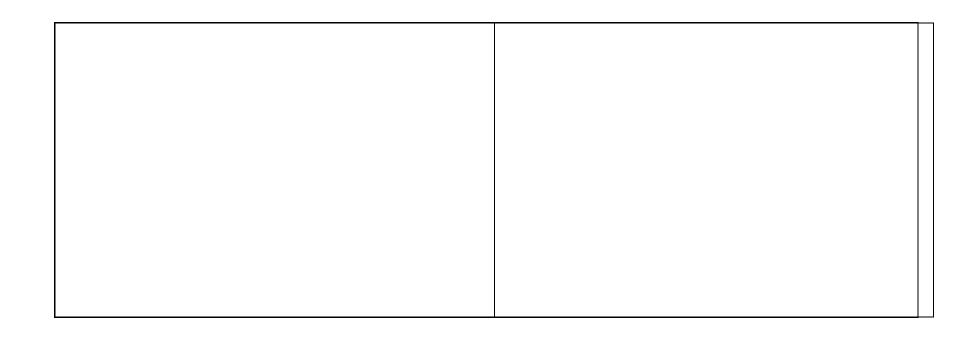
Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

How has art changed in the last 500 years?

Why have these changes occurred?

Who are some major artists from different types of art movements?

- Learn some useful websites that assist in the research of art history
- Name some of the major artists throughout art history
- Understand some of the major art movements throughout history and how they developed



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Assessments:

Formative Assessments	Summative Assessments		
Artist reproduction sketchbook assignment	Art History Packet		

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit: 7. Students will be given instructions that explain the packet and how it needs to be filled out	
8. Students will begin using blackboard and the internet to fill out the packet.9. Students will spend 2 days filling out the packet and hand it in when they finish	

Video: Text:
Internet Sources http://arthistory.about.com/od/famous paintings/a/sischap ceiling.htm http://www.claudemonetgallery.org/ http://www.georgesbraque.org/georges-braque-quotes.jsp http://www.ibiblio.org/wm/paint/auth/hokusai/ http://www.pbs.org/wgbh/nova/easter/ http://www.bluffton.edu/~sullivanm/italy/florence/ghibertiparadise/ghibertiparadise.html http://www.artsology.com/games.php

Vocabulary/Artists:

Sistine Chapel, impressionism, cubism, printmaking, sculpture, gates of paradise, Fauvism, woodcut, Easter Island heads, Gates of Paradise, Florence Baptistri

Michaelangelo, Claude Monet, Georges Braque, Renoir, Sisley, Bazille, Henri Matisse, Pablo, Picasso, Katsushika Hokusai, Lorenzo Ghiberti

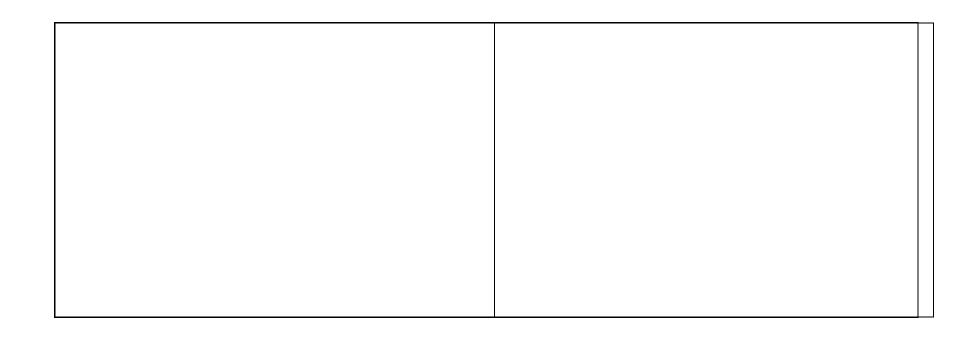
Unit Summary and Rationale: The students will pick a famous artist (from a list of famous artists) and write a report on them. Also, the students will re-create a painting from their chosen artists.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

What artist has had an influence on your artwork and why?

How would you go about re-creating a famous painting done by a famous artist?

- Have a basic understanding of the life lived by one of their favorite artists.
- Understand what art genre/movement their artist fits into and why.
- Name some works of art by one of their favorite artists.
- Re-create a famous painting by a favorite artist.



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Assessments:

Formative Assessments	Summative Assessments
Famous Artist SketchDraft #1 of Artist Paper	 Final Draft of Famous Artist Replication of famous artwork done by a famous artist

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

- 10. The students will choose from a list of 100 famous artists which artist they want to write a report on.
- 11. The students will research the artist on their computers.
- 12. The students will write a report on that famous artist
- 13. The students will re-create a famous painting originally done by their favorite artist
- 14. The students will show their artwork and give a 2 minute presentation on their artist in front of class.

Video:		
Text:		
Discovering Art History		
Internet Sources http://www.theartwolf.com/articles/most- http://www.famouspainter.com/ http://www.allfamousartists.com/	important-painters.htm	

Vocabulary/Artists:

- Vincent van Gogh
- Salvador Dali
- Pablo Picasso
- Claude Monet
- M.C. Escher
- Ansel Adams
- Gustav Klimt
- Wassily Kandinsky
- Jack Vettriano

- Alfred Alexander Gockel
- Leonardo da Vinci
- Henri Silberman
- Don Li-Leger
- Georgia O'Keeffe
- Leonetto Cappiello
- James Blakeway
- Will Rafuse
- Alphonse Mucha
- Mark Rothko
- Diego Rivera
- Erickson Kerne

Unit Summary and Rationale: The students will use clay to create a functional aquamaniles in the form of an animal or creature.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

How can clay be formed to create a functional piece of pottery which uses ceramic building methods that have been around for centuries?

- Learn about the purpose of clay and ceramics in ancient societies
- Learn about the history of an aquamanile
- Plan and create a three-dimensional ceramic sculpture that functions like an aquamanile and looks like an animal or creature

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Assessments:

Fο	rm	ative	Ass	eccr	nents

- 3 different sketchbook studies of aquamaniles

Pre-Columbian Ceramists Worksheet

• Glazing Worksheet

Summative Assessments

- Ceramic Aquamanile Project
- Glazing of ceramic aquamanile

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

- 15. Students will read the scholastic art magazine entitled pre-columbian ceramists
- 16. Students will fill out a worksheet that goes along with their reading about pre-columbian ceramists
- 17. Students will follow along with a teacher led discussion about ceramic aquamaniles
- 18. Students will create 3 studies/sketches of possible ceramic aquamaniles that they are thinking of creating for their project
- 19. Students will follow along with their teacher as the creation of an aquamanile is demonstrated
- 20. Students will begin to create their ceramic aquamaniles

Video:		
Text:		
Scholastic Art Magazine		
Discovering art history		
Internet Sources www.demilked.com http://larsdatter.com/aquamaniles.htm		

Vocabulary:

Aquamanile, coil-method, slab-method, pinch-method, throwing, potters needle, rib, bisque fire, bone dry, kiln, glaze, foot, greenware, leather hard, rib, slip, throwing, wedging

Teachers: Decker/Applebee

Unit Summary and Rationale: The students will using the art history movement known as Cubism for the inspiration to the next project.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

How can the ideas of Pablo Picasso and Georges Braque be used to create a piece of Cubism art?

- Students will be able to learn about the history behind the Cubism movement in art history and how it came to be
- Students will be able to name and identify the artwork of several Cubist artists
- Students will be able to create their own Cubist style by analyzing how other artists created it in the past

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Assessments:

Formative Assessments	Summative Assessments
 Creative Cubism Collage Exercise Pablo Picasso Scholastic Art Worksheet Cubist Sketchbook Assignment #1 Cubist Sketchbook Assignment #2 	Cubist Style Painting Project

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

- 21. Students will begin a teacher led exercise where they cutout facial features from magazines and create their own Cubist style collage.
- 22. Students will read Scholastic Art Magazine about Artist Pablo Picasso
- 23. Students will answer a worksheet that deals with the scholastic art magazine that they read.
- 24. Students will look up examples of cubist artists such as Georges Braque and Pablo Picasso to get ideas
- 25. Students will pick a subject matter that they want to paint in a cubist style
- 26. Students will begin their cubist painting by drawing out their subject matter
- 27. Students will paint in their drawn out cubist style project.

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Text:

Scholastic Art Magazine The visual experience Discovering art history

Internet Sources

www.demilked.com

http://www.artyfactory.com/art appreciation/art movements/cubism.htm

Vocabulary/Artists:

Collage, abstract, analytical cubism, synthetic cubism

Pablo Picasso, Georges Braque, Paul Cezanne, Juan Gris, Umberto Boccioni,

Unit Summary and Rationale: The students will use the computer programs Adobe Illustrator and Adobe Photoshop to create a collage and a movie poster.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

How can a computer be used in the design and creation of different types of art?

- Learn how to use the program Adobe Illustrator
- Learn how to use the program Adobe Photoshop
- Create a collage using images from the internet in conjunction with the program Adobe Photoshop
- Create a movie poster using images taken by the students in conjunction with the program Adobe Illustrator

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Assessments:

Formative Assessments

- Romare Bearden Worksheet
- Adobe Photoshop Tools Worksheet
- Adobe Illustrator Tools and Filter Worksheet
- Movie Poster thumbnail sketches

Summative Assessments

- Adobe Photoshop Collage
- Adobe Illustrator/Photoshop Movie Poster Design

Learning	Tasks:	Teachers	list the v	various	tasks s	students	will e	ngage	in throu	ghout t	the ur	nit:
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- 28. Students will begin by reading about collage artist Romare Bearden in a scholastic art magazine
- 29. Students will fill out a worksheet that deals with their reading about artist Romare Bearden
- 30. Students will follow along with the teacher as they learn about Adobe Photoshop
- 31. Students will create a collage in adobe photoshop
- 32. Students will follow along with the teacher as they learn about Adobe Illustrator
- 33. Students will take pictures for their Adobe Illustrator Movie Poster Project
- 34. Students will work in adobe photoshop and Adobe Illustrator to create their movie poster projects

Video:

Text:

Scholastic Art Magazine Discovering art history

Internet Sources

www.demilked.com

http://psd.tutsplus.com/articles/web/20-insane-comic-book-style-photoshop-effects/http://www.hongkiat.com/blog/41-nicest-photoshop-photo-effects-photoshop-tutorials/

Vocabulary:

Adobe Photoshop, Adobe Illustrator, .psd, .jpeg, .gif, direct selection tool, magic wand tool, lasso tool, free transform tool, gradient, Pen tool, Type tool, Crop tool, Rectangular marquee tool, healing brush, clone stamp tool, eyedropper tool, dodge tool

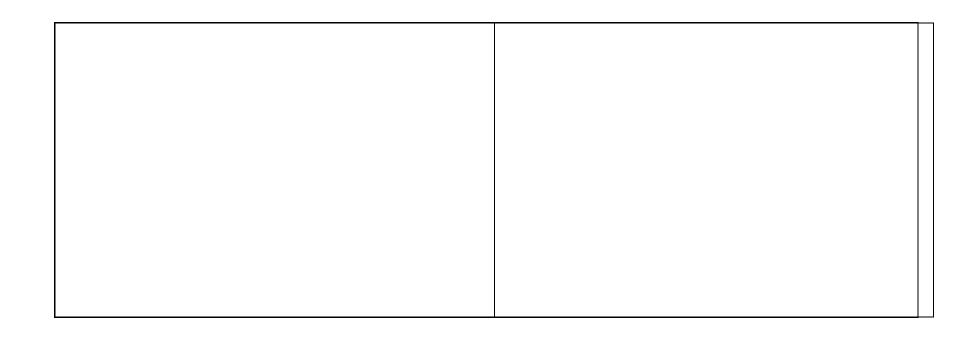
Unit Summary and Rationale: The students will learn about artist Chuck Close and his work with portraits. Then, students will create three different self-portraits using 3 different types of mediums.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

What are the best mediums to use when working in a realistic manner?

What are the strengths and weaknesses of each medium when working in a realistic manner?

- Understand the difference between wet mediums (watercolor paint, acrylic paint, markers) and dry mediums (chalk, oil pastels, graphite, color pencil)
- Identify different blending tools associated with each medium
- Identify artwork by the artist Chuck Close
- Explain a brief history about the artist Chuck Close



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Assessments:

Formative Assessments	Summative Assessments
 Chuck Close Scholastic Art Worksheet Portrait Sketchbook Assignment #1 Portrait Sketchbook Assignment #2 	Mixed Media Portrait Project

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

- 35. Students will read a scholastic Art Magazine that shows images of Artist Chuck Close's artwork.
- 36. Students will answer a worksheet about Chuck Close's artwork.
- 37. Students will watch a video about artist Chuck Close entitled "The Life and Work of the Man Who Reinvented Portraiture.
- 38. Students will begin sketchbook assignments to practice using Chuck Close's techniques
- 39. Students will use different mediums in their sketchbook assignments to begin practicing for their project.
- 40. Students will take a picture of themselves that they want to use for the project.
- 41. Students will begin working on their mixed medium portrait project

V: J
Video:
The Life and Work of the Man Who Reinvented Portraiture
Text:
Scholastic Art Magazine
Internet Sources
http://whitecube.com/artists/chuck_close/
http://www.biography.com/people/chuck-close-9251491
Vocabulary/Artists:
vocabular y/Ar tists.
Medium, blending stump, chalk, Oil Pastels, Color Pencils, Acrylic Paint, Watercolor Paint, Markers
Fredram, brending stamp, chark, on rasters, dolor reliens, hery her anne, water color raine, markers
Chuck Close
Grack Glose

Unit Summary and Rationale: The students will use the grid method for their drawing which blends two pictures together to make one final blended picture. They will also be using two different mediums (of choice) in their project which will make it a mixed media project.

Essential Questions: Essential questions center around major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond who, what and where. They need to lead to the how and why.

How can two different pictures/images be blended together to create an interesting work of art?

What mediums work well together and which ones do not?

- Learn how to apply simple math and ruler skills to a picture in order to grid it.
- Use simple math and ruler skills to grid a proportionally enlarged illustration board.
- Decide which mediums work well together and which mediums do not work well together.

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Assessments:

Formative Assessments	Summative Assessments
 Modern Native American Artists Worksheet Shading packet Mixed Media sketchbook assignment 	Final weave drawing project

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

- 42. Students will read the scholastic art magazine entitled Modern Native American Artists
- 43. Students will answer a worksheet that goes along with their scholastic art magazine
- 44. Students will work on a shading workbook to help them on their final weave drawing project
- 45. Students will look up mixed media artists and the different type of artwork.
- 46. Students will see a demonstration by the teacher of how to create a weave drawing
- 47. Students will look up 2 pictures and decide upon two different mediums that they want to use for their project
- 48. Students will work on their mixed media weave drawing project

Video:
Text:
Scholastic Art Magazine The Visual Experience
Internet Sources
www.demilked.com http://sommartists.com/
Vocabulary/Artists:
Medium, mixed media, multimedia
Kate Borcherding, <i>Rhea Carmi</i> , Joseph Cornell, Jim Dine, Max Ernst, Red Grooms, Robert H. Hudson, Jasper Johns