

<b>Subject: Art 1</b>	<b>Calendar: 1<sup>st</sup> 6 weeks Weeks: 1-2</b>	<b>Timeframe: 8 class periods</b>	<b>Level/Grade: 9-12</b>
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**Unit Name: Introduction to Art**

**Unit Objectives:**

- 1) Understand how art is used in many ways for communication in all cultures
- 2) Understand how **semiotics** are used in the creation of imagery
- 3) Introduction to basic **composition** and **value**
- 4) Introduction to early cave art and artist Keith Haring
- 5) Group sharing of name cards to get to know each other and establish art classroom community

**Lesson:**

- 1) Students will create a **Name Card** representational of their own personal symbols to share information about themselves.
- 2) Students will create **Concentration Drawings** of 16 changed objects as a diagnostic of their current drawing and conceptual skills.

<b>Activity Type:</b> Hands-on drawing projects	<p><b>TEKS:</b></p> <p><b>(1)(A)(B) Perception:</b> The student develops and organizes ideas from the environment.</p> <p><b>(2)(A)(B)(C) Creative expression/performance:</b> The student expresses ideas through original artworks, using a variety of media with appropriate skill.</p> <p><b>(3)(A)(B)(C) Historical/cultural heritage:</b> The student demonstrates an understanding of art history and culture as records of human achievement.</p> <p><b>(4)(A)(B) Response/evaluation:</b> The student makes informed judgments about personal artworks and the artworks of others.</p>
<b>Materials:</b> Paper, markers, colored pencils, graphite pencils, video, power point	

<b>SE Modifications:</b> Extra assistance with ideas and use of art materials. Extended time if necessary, and peer tutoring.	<b>Resources/Technology:</b> Keith Haring video, internet, data projector, cave art Powerpoint.	<b>Vocabulary:</b> Semiotics, symbol, petroglyph, composition, value
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<b>GT Modifications:</b> Further research of cultural semiotics and experimentation with drawing materials.	<b>Evaluation Methods:</b> Rubric stating goals and objectives based upon project completion, and class critique.
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<b>Subject: Art 1</b>	<b>Calendar: 1<sup>st</sup> 6 weeks Weeks: 3-4</b>	<b>Timeframe: 8 class periods</b>	<b>Level/Grade: 9-12</b>
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**Unit Name: Basic Design**

**Unit Objectives:**

- 1) Introduction to the **Elements of Art and Principles of Design**
- 2) Analyze and evaluate use of elements and principles in various pieces of artwork
- 3) Introduction to **Color Theory and basic design techniques**

**Lesson:**

- 1) Students will create a **Color Wheel** to understand the concepts of color theory.
- 2) Students will create a **Cut Paper** design to understand the concepts of basic design problem solving, use of **shape in composition, positive and negative space.**

<b>Activity Type:</b> Hands-on painting project and cut paper design project	<p><b>TEKS:</b></p> <p><b>(1)(A)(B) Perception:</b> The student develops and organizes ideas from the environment.</p> <p><b>(2)(A)(B)(C) Creative expression/performance:</b> The student expresses ideas through original artworks, using a variety of media with appropriate skill.</p> <p><b>(3)(A)(B)(C) Historical/cultural heritage:</b> The student demonstrates an understanding of art history and culture as records of human achievement.</p> <p><b>(4)(A)(B) Response/evaluation:</b> The student makes informed judgments about personal artworks and the artworks of others.</p>
<b>Materials:</b> Construction paper, white glue, watercolor paper, tempera paint, paintbrushes, water bowls/jugs	

<b>SE Modifications:</b> Extra assistance with ideas and use of art materials. Extended time if necessary, and peer tutoring.	<b>Resources/Technology:</b> Various artworks by Matisse, Eric Carle, pop artists. Internet, data projector, Color Theory Powerpoint.	<b>Vocabulary:</b> elements of art, principles of design, shape, composition, positive/negative space, color theory, color wheel, design techniques, monochromatic, complementary, analogous, color harmonies, advancing/receding colors, warm/cool colors, tint, shade, intensity, pigment/light, hue, primary, secondary, intermediate, value
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<b>GT Modifications:</b> Further research and experimentation with color theory and design problems. Peer tutoring.	<b>Evaluation Methods:</b> Rubric stating goals and objectives based upon project completion, and class critique.
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<b>Subject: Art 1</b>	<b>Calendar: 1<sup>st</sup> 6 weeks Weeks: 5-6</b>	<b>Timeframe: 8 class periods</b>	<b>Level/Grade: 9-12</b>
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**Unit Name: Graphic Design**

**Unit Objectives:**

- 1) Introduction to **Graphic Design, Advertising Design, Product Design**
- 2) Analyze and evaluate a variety of historical and contemporary poster and product designs
- 3) Analyze and evaluate use of elements of art and principles of design within poster and product designs

**Lesson:**

- 1) Students will create a **Deco Design Tempera Batik** to understand concepts used in various graphic design applications, including use of **shape, line, color, contrast, and emphasis**

<b>Activity Type:</b> Hands-on tempera batik drawing/painting project	<p><b>TEKS:</b></p> <p><b>(1)(A)(B) Perception:</b> The student develops and organizes ideas from the environment.</p> <p><b>(2)(A)(B)(C) Creative expression/performance:</b> The student expresses ideas through original artworks, using a variety of media with appropriate skill.</p> <p><b>(3)(A)(B)(C) Historical/cultural heritage:</b> The student demonstrates an understanding of art history and culture as records of human achievement.</p> <p><b>(4)(A)(B) Response/evaluation:</b> The student makes informed judgments about personal artworks and the artworks of others.</p>
<b>Materials:</b> Drawing paper, tempera paint, paintbrushes, India ink	

<b>SE Modifications:</b> Extra assistance with ideas and use of art materials. Extended time if necessary, and peer tutoring.	<b>Resources/Technology:</b> Various artworks by Rene' McKintosh, Art Deco illustrations, poster designs. Internet, data projector, graphic design and textile design Powerpoint,	<b>Vocabulary:</b> Graphic design, advertising design, product design, tempera, India ink, batik, textile, cropping, shape, line, color, contrast, emphasis
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<b>GT Modifications:</b> Further research on Art Deco and batik history. Experimentation with batik process and textile design. Peer tutoring.	<b>Evaluation Methods:</b> Rubric stating goals and objectives based upon project completion, and class critique.
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<b>Subject: Art 1</b>	<b>Calendar:</b> 2 <sup>nd</sup> 6 weeks <b>Weeks: 1-2</b>	<b>Timeframe:</b> 8 class periods	<b>Level/Grade:</b> 9-12
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<p><b>Unit Name: Pop Art Printmaking</b></p> <p><b>Unit Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Introduction to the history of <b>Printmaking</b> techniques and processes</li> <li>2) Introduction to the <b>Pop Art movement</b> and <b>Pop Artists</b></li> <li>3) Identify and analyze <b>visual</b> and <b>pop culture</b> of the 21<sup>st</sup> century, including <b>advertising art, propaganda art, and cartooning</b></li> </ol> <p><b>Lesson:</b></p> <ol style="list-style-type: none"> <li>1) Students will create a pop art design on a styrofoam <b>printing plate</b>, learn to ink a <b>printing plate</b>, and print on a <b>printing press</b>.</li> <li>2) Students will utilize the elements of <b>contour line, shape, and color</b> to complete a series of <b>pop art prints</b>.</li> </ol>
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<b>Activity Type:</b> Hands-on printmaking using a printing press	<p><b>TEKS:</b></p> <p><b>(1) Perception:</b> The student develops and organizes ideas from the environment.</p> <p><b>(2) Creative expression/performance:</b> The student expresses ideas through original artworks, using a variety of media with appropriate skill.</p> <p><b>(3) Historical/cultural heritage:</b> The student demonstrates an understanding of art history and culture as records of human achievement.</p> <p><b>(4) Response/evaluation:</b> The student makes informed judgments about personal artworks and the artworks of others.</p>
<b>Materials:</b> Styrofoam printing plate, wooden stylus, construction paper, water-based printing inks, brayers, plexiglass or plastic trays for inking plates	

<b>SE Modifications:</b> Extra assistance with ideas and use of art materials, peer tutoring, extended time if necessary.	<b>Resources:</b> PowerPoint, various artworks by Warhol, Lichtenstein, cartoon artists, advertising and propaganda art	<b>Vocabulary:</b> Printmaking, Pop Art movement, pop artists, visual culture, pop culture, advertising art, propaganda art, cartooning, printing plate, brayer, baren, printing press, pop art prints, contour line, shape, color, spot color
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<b>GT Modifications:</b> Further research and experimentation with printing techniques and alteration of printing plate. Peer tutoring.	<b>Evaluation Methods:</b> Rubric stating goals and objectives based upon project completion, and class critique.
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<p><b>Unit Name: Introduction to Drawing</b></p> <p><b>Unit Objectives:</b></p> <p>1) Introduction to the history of <b>Drawing</b>, technical drawing skills, tools and <b>drawing media</b></p> <p>2) Understand <b>left/right brain concepts</b> and <b>visual perception</b></p> <p><b>Lesson:</b></p> <p>1) Students will create an <b>upside down drawing</b> to illustrate how the visual hemisphere of our brain helps to see the relationship of <b>lines</b> and <b>shapes</b>, <b>positive</b> and <b>negative space</b></p> <p>2) Students will create a <b>contour line still life</b> to develop technical drawing proficiency, including use of <b>value, texture, hatch, crosshatch and scribbling</b>.</p>
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<b>Activity Type:</b> Hands-on technical drawing exercise and project	<p><b>TEKS:</b></p> <p><b>(1) Perception:</b> The student develops and organizes ideas from the environment.</p> <p><b>(2) Creative expression/performance:</b> The student expresses ideas through original artworks, using a variety of media with appropriate skill.</p> <p><b>(3) Historical/cultural heritage:</b> The student demonstrates an understanding of art history and culture as records of human achievement.</p> <p><b>(4) Response/evaluation:</b> The student makes informed judgments about personal artworks and the artworks of others.</p>
<b>Materials:</b> Drawing paper, drawing pencils, image to copy upside down, sharpie ultra-fine tip pen	

<b>SE Modifications:</b> Extra assistance with ideas and use of art materials, peer tutoring, extended time if necessary.	<b>Resources:</b> PowerPoint, <i>Drawing on the Right Side of the Brain</i> by Betty Edwards, artworks by Michaelangelo, DaVinci	<b>Vocabulary:</b> Drawing media, left/right brain, visual perception, contour line, shape, positive and negative space, still life, value, texture, variety, hatch, crosshatch, scribbling
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<b>GT Modifications:</b> Further research and experimentation with drawing techniques and media. Peer tutoring.	<b>Evaluation Methods:</b> Rubric stating goals and objectives based upon project completion, and class critique.
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<b>Subject: Art 1</b>	<b>Calendar:</b> 2 <sup>nd</sup> 6 weeks <b>Weeks: 5-6</b>	<b>Timeframe:</b> <b>8 class periods</b>	<b>Level/Grade:</b> <b>9-12</b>
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<p><b>Unit Name: Collograph Printmaking</b></p> <p><b>Unit Objectives:</b></p> <p>1) Continued exploration of <b>printmaking</b> techniques and processes.</p> <p>2) <b>Collograph</b> printmaking using a <b>printing press</b> to understand the elements of <b>line, shape, space, value, texture, and positive and negative space.</b></p> <p><b>Lesson:</b></p> <p>1) Students will create a <b>relief printing plate</b> using a variety of textured materials and cardboard</p> <p>2) Students will learn to ink a printing plate and further develop printing skills.</p>
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<b>Activity Type:</b> Hands-on printmaking activity utilizing drawing skills and printing press	<p><b>TEKS:</b></p> <p><b>(1) Perception:</b> The student develops and organizes ideas from the environment.</p> <p><b>(2) Creative expression/performance:</b> The student expresses ideas through original artworks, using a variety of media with appropriate skill.</p> <p><b>(3) Historical/cultural heritage:</b> The student demonstrates an understanding of art history and culture as records of human achievement.</p> <p><b>(4) Response/evaluation:</b> The student makes informed judgments about personal artworks and the artworks of others.</p>
<b>Art Materials:</b> Cardboard with varied thickness, textured materials such as fabric, wallpaper scraps, etc., gloss medium or mod podge, water-based printing inks, brayers, plexiglass or plastic trays for inking plates	

<b>SE Modifications:</b> Extra assistance with ideas and use of art materials, peer tutoring, extended time if necessary.	<b>Resources:</b> PowerPoint, artworks by various printmakers, relief	<b>Vocabulary:</b> Collograph, printmaking, printing press, line, shape, space, value, texture, positive and negative space, bas-relief sculpture
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<b>GT Modifications:</b> Further research and experimentation with collograph and other printmaking techniques. Peer tutoring.	<b>Evaluation Methods:</b> Rubric stating goals and objectives based upon project completion, and class critique.
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