

Art 1 Curriculum

Scope and Sequence for Middle School and Art 1 Curriculum

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Art 1 Curriculum

This curriculum is meant to cover an 18 week semester during a Burnham Woods Charter School Districts school year. The art 1 curriculum is meant to be used by middle school seventh and eighth graders who have not completed seventh grade art. It is meant as well for all high school level students taking Art1 who did not take art in grades seven or eight. During the course of the first semester beginning art students need to be instructed on the basic art fundamental. This is meant to prepare them for greater levels of artistic development in later art levels. This scope and sequence is designed to meet the State of Texas's TEKS or Texas Essential Knowledge and Skills standards as well as the National Art Education Standards in Visual Art. Within this curriculum there is an included scope and sequence, lesson plans, rubrics, and examples of art work. While the general lessons are meant for all grades between 7 and 12 grade it is important to state that the level of difficulty increases for each grade level as required by the State of Texas and National Standards. Principles and fundamental of art are essential for all students in the arts and are required by the educational system. Art 1 regardless of grade level is meant to be the introduction to a field of study and this curriculum is meant to be a scaffold to support greater learning and understanding of the visual arts.

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Subchapter B. Middle School

Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §28.002, unless otherwise noted.

§117.31. Implementation of Texas Essential Knowledge and Skills for Fine Arts, Middle School.

The provisions of this subchapter shall supersede §75.31(g) and §75.47 of this title (relating to Fine Arts) beginning September 1, 1998.

Source: The provisions of this §117.31 adopted to be effective September 1, 1998, 22 TexReg 4943.

Texas Essential Knowledge and Skills – TEKS Grade 7

§117.35. Art, Grade 7.

(a) General requirements. Students may select the following art course: Art 7.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, personal experience, and school and community events; and

(B) compare and contrast the use of art elements and principles, using vocabulary accurately.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks based on direct observations, personal experience, and imagination;

(B) incorporate design into artworks for use in everyday life; and

(C) produce drawings, paintings, prints, sculptures, ceramics, fiber art, photographic imagery, and electronic media-generated art, using a variety of art materials and tools in traditional and experimental ways.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways that international, historical, and political issues influence artworks;

(B) analyze selected artworks to determine cultural contexts; and

(C) identify career and vocational choices in art.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) analyze and compare relationships, such as function and meaning, in personal artworks; and

(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, and intent.

Source: The provisions of this §117.35 adopted to be effective September 1, 1998, 22 TexReg 4943.

Texas Essential Knowledge and Skills – TEKS Grade 8**§117.38. Art, Grade 8.**

(a) General requirements. Students may select the following art course: Art 8.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas from direct observation, imagination, and personal experience and from experiences at school and community events; and

(B) define a variety of concepts directly related to the art elements and principles, using vocabulary accurately.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks integrating themes found through direct observation, personal experiences, and imagination;

(B) apply design skills to communicate effectively ideas and thoughts in everyday life; and

(C) select appropriate art materials and tools to interpret subjects or themes when producing drawings, paintings, prints, sculptures, ceramics, fiber art, photography/film making, and electronic media-generated art, traditionally and experimentally.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) analyze ways in which electronic media/technologies have influenced art;

(B) identify cultural ideas expressed in artworks relating to social, political, and environmental themes; and

(C) survey career and vocational opportunities in art.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) analyze with the teacher or peers personal artworks in progress, using critical attributes, and participate in individual and group critiques; and

(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.

Source: The provisions of this §117.38 adopted to be effective September 1, 1998, 22 TexReg 4943.

Texas Essential Knowledge and Skills – TEKS Art 1**§117.52. Art, Level I.**

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing the following art course: Art I (one credit).

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(c) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) illustrate ideas for artworks from direct observation, experiences, and imagination; and

(B) compare and contrast the use of art elements (color, texture, form, line, space, value) and art principles (emphasis, pattern, rhythm, balance, proportion, unity) in personal artworks and those of others, using vocabulary accurately.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

- (A) create visual solutions by elaborating on direct observation, experiences, and imagination;
- (B) create designs for practical applications; and
- (C) demonstrate effective use of art media and tools in design, drawing, painting, printmaking, and sculpture.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) compare and contrast historical and contemporary styles, identifying general themes and trends;
- (B) describe general characteristics in artworks from a variety of cultures; and
- (C) compare and contrast career and vocational opportunities in art.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

- (A) interpret, evaluate, and justify artistic decisions in personal artworks; and
- (B) select and analyze original artworks, portfolios, and exhibitions by peers and others to form precise conclusions about formal qualities, historical and cultural contexts, intents, and meanings.

National Standards for Visual Art

The National Standards for Arts Education

Developed by the Consortium of National Arts Education Associations (under the guidance of the National Committee for Standards in the Arts), the National Standards for Arts Education is a document which outlines basic arts learning outcomes integral to the comprehensive K-12 education of every American student. The Consortium published the National Standards in 1994 through a grant administered by MENC, the National Association for Music Education.

VISUAL ARTS (5-8)

Students in grades 5-8 continue to need a framework that aids them in learning the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expression. They grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts. These standards provide that framework in a way that promotes the students' thinking, working, communicating, reasoning, and investigating skills and provides for their growing familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts. As students gain this knowledge and these skills, they gain in their ability to apply the knowledge and skills in the visual arts to their widening personal worlds. These standards present educational goals. It is the responsibility of practitioners to choose among the array of possibilities offered by the visual arts to accomplish specific educational objectives in specific circumstances. The visual arts offer the richness of drawing and painting, sculpture, and design; architecture, film, and video; and folk arts -- all of these can be used to help students achieve the standards. For example, students could create works in the medium of videotape, engage in historical and cultural investigations of the medium, and take part in analyzing works of art produced on videotape. The visual arts also involve varied tools, techniques, and processes -- all of which can play a role in students achieving the standards, as well.

To meet the standards, students must learn vocabularies and concepts associated with various types of work in the visual arts. As they develop increasing fluency in visual, oral, and written communication, they must exhibit their greater artistic competence through all of these avenues.

In grades 5-8, students' visual expressions become more individualistic and imaginative. The problem solving activities inherent in art making help them develop cognitive, affective, and psychomotor skills. They select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work. Students understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both.

Their own art making becomes infused with a variety of images and approaches. They learn that preferences of others may differ from their own. Students refine the questions that they ask in response to artworks. This leads them to an appreciation of multiple artistic solutions and interpretations. Study of historical and cultural contexts gives students insights into the role played by the visual arts in human achievement. As they consider examples of visual art works within historical contexts, students gain a deeper appreciation of their own values, of the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs. They understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors. Through these efforts, students develop an understanding of the meaning and import of the visual world in which they live.

VISUAL ARTS (9-12)

In grades 9-12, students extend their study of the visual arts. They continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions. They grow more sophisticated in their employment of the visual arts to reflect their feelings emotions and continue to expand their abilities to evaluate the merits of their efforts. These standards provide a framework for that study in a way that promotes the maturing students' thinking, working, communicating, reasoning, and investigating skills. The standards also provide for their growing familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts. As students gain this knowledge and these skills, they gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds.

The visual arts range from the folk arts, drawing, and painting, to sculpture and design, from architecture to film and video -- and any of these can be used to help students meet the educational goals embodied in these standards. For example, graphic design (or any other field within the visual arts) can be used as the basis for creative activity, historical and cultural investigations, or analysis throughout the standards. The visual arts involve varied tools, techniques, and processes all of which also provide opportunities for working toward the standards. It is the responsibility of practitioners to choose from among the array of possibilities offered by the visual arts to accomplish specific educational objectives in specific circumstances.

To meet the standards, students must learn vocabularies and concepts associated with various types of work in the visual arts. As they develop greater fluency in communicating in visual, oral, and written form, they must exhibit greater artistic competence through all of these avenues.

In grades 9-12, students develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills. Students understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work.

Students develop increasing abilities to pose insightful questions about contexts, processes, and criteria for evaluation. They use these questions to examine works in light of various analytical methods and to express sophisticated ideas about visual relationships using precise terminology.

They can evaluate artistic character and aesthetic qualities in works of art, nature, and human-made environments. They can reflect on the nature of human involvement in art as a viewer, creator, and participant.

Students understand the relationships among art forms and between their own work and that of others.

They are able to relate understandings about the historical and cultural contexts of art to situations in contemporary life. They have a broad and in-depth understanding of the meaning and import of the visual world in which they live.

VISUAL ARTS (7-8)

Content Standard #1:

Understanding and applying media, techniques, and processes

Achievement Standard, Proficient:

Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Students communicate ideas regularly at a high level of effectiveness in at least one visual art medium.

Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.

Content Standard #2:

Using knowledge of structures and functions

Achievement Standard, Proficient:

Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Achievement Standard, Advanced:

Students demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives.

Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions.

Content Standard #3:

Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard, Proficient:

Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Achievement Standard, Advanced:

Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.

Students evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others.

Content Standard #4:

Understanding the visual arts in relation to history and cultures

Achievement Standard, Proficient:

Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Achievement Standard, Advanced:

Students analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists.

Students analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.

Content Standard #5:

Reflecting upon and assessing the characteristics and merits of their work and the work of others

Achievement Standard, Proficient:

Students identify the intention of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Achievement Standard, Advanced:

Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions.

Content Standard #6:

Making connections between visual arts and other disciplines

Achievement Standard, Proficient:

Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Achievement Standard, Advanced:

Students synthesize the creative and analytical principles and techniques.

VISUAL ARTS (9-12) ADVANCED

Content Standard #1:

Understanding and applying media, techniques, and processes

Achievement Standard:

Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.

Students intentionally take advantage of the qualities and characteristics of art media, techniques.

Content Standard #2:

Using knowledge of structures and functions

Achievement Standard:

Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work.

Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.

Students select and use the qualities of structures and functions of art to improve communication of their ideas.

Content Standard #3:

Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard:

Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.

Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.

Content Standard #4:

Understanding the visual arts in relation to history and cultures

Achievement Standard:

Students know and compare the characteristics of artworks in various eras and cultures.

Students describe and place a variety of art objects in historical and cultural contexts.

Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.

Content Standard #5:

Reflecting upon and assessing the characteristics and merits of their work and the work of others

Achievement Standard:

Students compare multiple purposes for creating works of art

Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.

Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.

Content Standard #6:

Making connections between visual arts and other disciplines

Achievement Standard:

Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.

Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Syllabus

Burnham Wood Charter School

DaVinci School for Science and the Arts

Mr. Westman

HS and MS ART TEACHER

HS ROOM 101

(915) 584-4024

bwestman@burnhamwood.org

Dear Parents,

I welcome your child to the Art class for the 2011-2012 year! I am looking forward for the opportunity of engaging with you and having a productive school year. In this syllabus I included the curriculum areas that my class will cover, class rules, discipline actions, and the supplies that are required for the class.

The art class will focus on the following curriculum areas:

- Elements of art
- Principles of art
- Different artists and art movements
- Usage of different media in relation to elements and principals of art

Class Rules

All rules based on the core values (respect, responsibilities and quality).

Discipline will be a priority in my class. The reason for this is the usage of different materials such as paints, plaster, inks and tools that can be dangerous when used improperly. Safety precautions must be paramount and procedures practiced daily to ensure a safe environment.

Student Expectations

I am a firm believer in “*You don’t have to have Talent to Give Effort*”.

Students who come to class prepared to learn and willing to put in real effort will succeed in my class.

Discipline Actions

1st Warning teacher will use strategies to re-direct student in class.

2nd Warning teacher re-directs student and student fills out a behavior reflection form

3rd Warning teacher re-directs student, student fills out an SRP and teacher will call home for assistance in the matter.

4th Warning teacher will meet with the student, the parents and an administrator.

Supplies for art class

Sketchbook, pencil, and eraser are essential supplies in the art class and I will expect all students to bring them for every class (See next page). I will let your child know with time in advance before they need any other materials or supplies.

Donations are welcome to the art classroom (paper, pencils, etc...)**Assessment:**

- Each student's work is evaluated with a rubric designed for each lesson.
- The Rubrics are made up of 5 categories: Project completion (30%), Participation (20%), Creativity (20%), Quality of artwork (20%), and Follows directions (10 %).
- Individual as well as class portfolio reviews is used at the end of each project as a way for the student to discuss their opinions of their art work.

Mr. Westman

Art Class

School Supply List

Needed for Second Week of School

Sketch Note Book.

- size 8 x 10 inch, to size 9 x 12 inch. **100 pages**, preferably spiral bound or hard bound.

Drawing Pencil Set (also known as Drawing Graphic Set)

- Containing at least HB, 2B, 4B, 6B, and 8B pencils. If desired, larger sets of 12 are acceptable.

A Number 2 Pencil

Eraser

- Either a Kneaded Eraser or an Art Gum Eraser

Pencil Case

Optional items

Ruler -12 inch, Pencil Sharpener

Additional Art Supplies Needed by September 6

These Supplies are meant for use in the class room and may be found at Walmart, Hobby Lobby, Michaels and other locations. Students are responsible for bringing their art supplies to class when given notice in advance, but if they want to leave the supplies in the class they will become part of the class room supply. Please have these items by September 6 so that we may begin exploring the visual art world.

- | | |
|--|--|
| - 1 Compass | - Bottle of school glue |
| - 16 ct. assortment of oil pastels | - 4 bars (4oz each) of non toxic modeling clay (any color) |
| - 1 set of water colors | - Color pencils |
| - One oversize shirt or apron to protect uniform | |

Please know that there is always a chance for clothing to be stained or damaged in the course of daily art class activities, and it is the student's responsibility to be as careful as possible.

If you have any extra art supplies that you would be willing to donate I would be very grateful for any items.

Visual Art Assessment

Student Name _____

Class Period _____

	Master	Apprentice	Beginner	Novice
	100 pts - 90 pts Student possesses exemplary skill and mastery of all techniques needed for a successfully created art piece.	89 pts- 80 pts Student possesses sufficient skill and mastery of all techniques needed for a successfully created art piece.	79 pts - 75 pts Student is in need of additional skills and mastery of the techniques needed for a successfully created art piece.	74pts- 70 pts Student possesses little to no skill and/or mastery of the techniques needed for a successfully created art piece.
Project Completion	Master	Apprentice	Beginner	Novice
30 % How well the project was completed and on time.	30 Points The assignment was well constructed and all parts were finished. No damage to art work.	25 Points The assignment was constructed and almost all parts were finished. A little damage to art work.	20 points *Character's motivation is lacking. *There is little depth or range of emotion.	15 points *Student is doing little more than reading from the script.
Creativity	Master	Apprentice	Beginner	Novice
20 % Did the student use creativity to bring their vision to fulfillment.	20 points Student used creativity and imitative to create a work of art. Shows real Initiative and use of the elements of art.	16 points Student used sufficient creativity and imitative to create a work of art. Shows good Initiative and use of some of the elements of art.	14 points Student used a little creativity and imitative to create a work of art. Shows some Initiative and use of the elements of art.	10 points Student used almost no creativity and imitative to create a work of art. Shows no real Initiative and use of the elements of art.

Quality	Master	Apprentice	Beginner	Novice
<p>20 % The finished work of art is in a condition that is acceptable for professional display. Shows care as well as proper use of the classroom and materials.</p>	<p>20 points Finished work is of excellent condition. No marks or damage to the art work. The materials in the classroom were effectively used.</p>	<p>16 points Finished work is of good condition. Small marks or damage to the art work. The materials in the classroom were used correctly with few issues.</p>	<p>14 points Finished work is of average condition. Several marks or damage to the art work. The materials in the classroom were used with some issues and problems.</p>	<p>10 points *Finished work is of poor condition. Lots of marks or damage to the art work. The materials in the classroom were not used as well as they should be.</p>
Class Room Participation	Master	Apprentice	Beginner	Novice
<p>20 % How much time did the student spend in class working on the project and participating.</p>	<p>20 points. Student obviously spent a significant amount of time on project and came to class ready and prepared.</p>	<p>16 points Student spent an appropriate amount of time on the project and participated in discussions.</p>	<p>14 points Student did not spend nearly enough time in participating in class or on their art work</p>	<p>10 points Student is obviously not interested in the project or participating in class.</p>
Follows Directions	Master	Apprentice	Novice	Novice
<p>10 % Does the student retain focus and follows directions.</p>	<p>10points Student does what is asked with no follow up reminders or discussions.</p>	<p>8 points Student does what is asked and needs little or no reminders or discussion.</p>	<p>7 points Student is asked to do tasks several times with some discussion and is asked repeatedly to return to work.</p>	<p>6 points Student is continually asked to follow directions with consistent reminders. Shows no interest in following directions.</p>
<p>TOTAL</p>				

GRADES**A to A- 90 - 100**

- You did something extra special.
- You went beyond all expectations.
- Your craftsmanship is exceptional.
- Excellent solution to the problem.

B to B- 80 - 89

- You did everything that was asked. You followed all of the directions.
- Good use of the design principles.
- You showed mastery of skills and craftsmanship.

C to C- 75 - 79

- You did just enough to get by.
- You brought it together.
- You did not care much for the project.
- Poor craftsmanship.
- Some use of design principles.
- You didn't try very hard.

D to D- 70 - 74

- You did not meet the objective.
- You did not follow directions.
- You did not try very hard.
- Lack of understanding of the design principles.
- Low effort/ poor craftsmanship.

F 0.

- Did you forget to hand it in?
- Did you forget to put your name on it?
- No effort/ no participation/ poor quality of work.

Summary of Each Six Weeks:

- **First Six weeks:** The art class will be studying line, and value as the first 2 elements of art. Each Friday will be Art History Friday in which they will learn about Leonardo Da Vinci, Andy Warhol, and Gorges Seurat.
At the end of the six week the class will take a test on a combination of art terms learned as well as art history.
- **Second Six Weeks:** In the second six weeks of school the art class will be studying form by creating sculptures. We will also be studying color theory by creating works of art with only primary, secondary, and black and white colors. Art History Friday will consist of studying Norman Rockwell, Christo Diego Rivera, Day of the Dead, Michelangelo, and Monet.
At the end of the six week the class will take a test on a combination of art terms learned as well as art history.
- **Third Six weeks:** The students will begin work on perspective and shape by creating drawings using one and two point perspective. Use of space will be taught in combination of teaching the students about the rule of thirds. Art History Friday will have cover Georgia O'Keefe, Claude Monet, Van Gogh, Escher, and Hopper.

Please fill out this part of the syllabus and send it back to me with your child.

Thank you!

Student's name _____ **Grade** _____

Parent's name: _____

Phone Number: _____

Student's signature: _____ **Date** _____

Parent's Signature: _____ **Date** _____

Scope and Sequence

Burnham Wood Charter School District

Middle School Grades 7-8,

Week	TEKS	NSVA	Unit	Art Elements	Artist / Cultural	Medium / Material	Evaluation
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1	1:A. 2:A,C. 4.A.	1.2.3. 4.5.6	1	Introduction: 1. Students will spend the first week of school working on the school values of Respect Responsibility, and Quality. 2. Individual projects are to be created depicting the school values and rules.	School Regulations and Expectations for the school year.	Pencil, Crayon, Color Pencil, Markers	Class room discussion of rules and behavior expectations.
2	1:A,B. 2:A,C.3: A,B.4.A.	1.2.3. 4.5.6	2	Composition: 1. As a way of getting to know each other students will create works of art depicting interests. 2. Students will be given daily vocabulary related to line.	Leonardo Da Vinci	Pencil, Crayon, Color Pencil, Markers	Portfolio Review Critiques and Rubric
					Murals		Portfolio Review Critiques and Rubric
3	1:A,B. 2:A,C.3: A,B.4.A.	1.2.3. 4.5.6	2	Line: 1. Students will be introduced to the line element of art with examples of famous art work that uses only line. 2. Students will work on works of art using different types of line drawings. 3. Review for end of 6 weeks test and end of grading.	Gorges Seurat	Pencil, & Color Pencils	Portfolio Review Critiques and Rubric
					Andy Warhol		Portfolio Review Critiques and Rubric
4	1:A,B. 2:A,C.3: A,B.4.A.	1.2.3. 4.5.6	3	Line: 1. Students will be introduced to the line element of art with examples of famous art work that uses only line. 2. Students will work on works of art using different types of line drawings. 3. Review for end of 6 weeks test and end of grading.		Pencil, & Color Pencils	Portfolio Review Critiques and Rubric
							Portfolio Review Critiques and Rubric
5	1:A,B. 2:A,C.3: A,B.4.A.	1.2.3. 4.5.6	3	Line: 1. Students will be introduced to the line element of art with examples of famous art work that uses only line. 2. Students will work on works of art using different types of line drawings. 3. Review for end of 6 weeks test and end of grading.		Pencil, & Color Pencils	Portfolio Review Critiques and Rubric
							Portfolio Review Critiques and Rubric
6	1:A,B. 2:A,C.3: A,B.4.A.	1.2.3. 4.5.6	3	Line: 1. Students will be introduced to the line element of art with examples of famous art work that uses only line. 2. Students will work on works of art using different types of line drawings. 3. Review for end of 6 weeks test and end of grading.		Pencil, & Color Pencils	Portfolio Review Critiques and Rubric
							Portfolio Review Critiques and Rubric

Week	TEKS	NSVA	Unit	Art Elements	Artist / Cultural	Medium / Material	Evaluation
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7	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6	4	Value: 1. Students will begin working on the element of art known as Value. 2. Students will study many artist works using value to create the illusion of lights and darks.	Norman Rockwell	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6			Diego Rivera		Portfolio Review Critiques and Rubric
8	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6	5	Form: 1. Students will be introduced to form by creating images that represent potential sculptures. 2. Students will construct relief sculptures with the theme of harmony and peace out of modeling clay. 3. Once the design is set students will create a final version of their work of art with air dry clay. 4. The students will use paint the sculptures with an emphasis on harmony balance and unity.	Michelangelo	Pencil, Color Pencils, Acrylic Paint, & Brushes, Air Dry Clay, & Modeling Clay	Portfolio Review Critiques and Rubric
	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6			Day of the Dead		Portfolio Review Critiques and Rubric
9	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6	6	Color: 1. The students will start work on the element of art known as Color.	Georgia O'Keeffe	Pencil, Color Pencils, Pencils,	Portfolio Review Critiques and Rubric
	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6			6 Week Test		6 Week Test
10	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6	6	Color: 1. The students will start work on the element of art known as Color.	Thanksgiving	Pencil, Color Pencils, Tempera Paints & Brushes	Portfolio Review Critiques and Rubric
	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6			Claude Monet		Portfolio Review Critiques and Rubric
11	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6	7	Perspective: 1. Students will work on their understanding of perspective. 2. Students will create several forms of perspective using varying types of mediums	Van Gogh	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6			M.C. Escher		Portfolio Review Critiques and Rubric
12	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6	7	Perspective: 1. Students will work on their understanding of perspective. 2. Students will create several forms of perspective using varying types of mediums	Christo	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6			6 Week Test		6 Week Test
13	1.A.B. 2.A.C.3; A.B.4/A.	1.2.4. 5.	6	Color: 2. Students will construct a working knowledge of color theory. 3. Students will be introduced to impressionist painters.	Van Gogh	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
	1.A.B. 2.A.C.3; A.B.4/A.	1.2.4. 5.			Claude Monet		Portfolio Review Critiques and Rubric
14	1.A.B. 2.A.C.3; A.B.4/A.	1.2.4. 5.	7	Perspective: 1. Students will work on their understanding of perspective. 2. Students will create several forms of perspective using varying types of mediums	M.C. Escher	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6			Christo		Portfolio Review Critiques and Rubric
15	1.A.B. 2.A.C.3; A.B.4/A.	1.2.4. 5.6	7	Perspective: 1. Students will work on their understanding of perspective. 2. Students will create several forms of perspective using varying types of mediums	Christo	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6			6 Week Test		6 Week Test
16	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6	7	Perspective: 1. Students will work on their understanding of perspective. 2. Students will create several forms of perspective using varying types of mediums	Christo	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6			6 Week Test		6 Week Test
17	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6	7	Perspective: 1. Students will work on their understanding of perspective. 2. Students will create several forms of perspective using varying types of mediums	Christo	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6			6 Week Test		6 Week Test
18	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6	7	Perspective: 1. Students will work on their understanding of perspective. 2. Students will create several forms of perspective using varying types of mediums	Christo	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
	1.A.B. 2.A.C.3; A.B.4/A.	1.2.3. 4.5.6			6 Week Test		6 Week Test

Scope and Sequence

Burnham Wood Charter School District

High School Art 1

Week	TEKS	NSVA	Unit	Art Elements	Artist / Cultural	Medium / Material	Evaluation
1	1:A. 2:A,C.	1.2.3.	1	Introduction: 3. Students will spend the first week of school working on the school values of Respect Responsibility, and Quality. 4. Individual projects are to be created depicting the school values and rules.	School Regulations and Expectations for the school year.	Pencil, Color Pencil, Markers	Class room discussion of rules and behavior expectations.
2	1:A.B. 2:A,B,C. 3:A,B,C. 4:A,B.	1.2.3. 4.5.6	2	Composition: 3. As a way of getting to know each other students will create works of art depicting interests. 4. Students will be given daily vocabulary related to line.	Leonardo Da Vinci	Pencil, Crayon, Color Pencil, Markers	Portfolio Review Critiques and Rubric
					Murals		Portfolio Review Critiques and Rubric
3	1:A.B. 2:A,B,C. 3:A,B,C. 4:A,B.	1.2.3. 4.5.6		Line: 4. Students will be introduced to the line element of art with examples of famous art work that uses only line. 5. Students will work on works of art using different types of line drawings. 6. Review for end of 6 weeks test and end of grading.	Gorges Seurat	Pencil, & Color Pencils	Portfolio Review Critiques and Rubric
					Andy Warhol		Portfolio Review Critiques and Rubric
4	1:A.B. 2:A,B,C. 3:A,B. 4:A,B.	1.2.3. 4.5.6	3				
5	1:A.B. 2:A,B,C. 3:A,B. 4:A,B.	1.2.3. 4.5.6					
6	1:A.B. 2:A,C,3:A,B. 4:A,B.	1.2.3. 4.5.6			6 Week Test		6 Week Test

Week	TEKS	NSVA	Unit	Art Elements	Artist / Cultural	Medium / Material	Evaluation
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7	1.A.B. 2.A.B.C.3: A.B.C.4:A.B.	1.2.3.	4	Value: 3. Students will begin working on the element of art known as Value. 4. Students will study many artist works using value to create the illusion of lights and darks.	Norman Rockwell	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
		4.5.6			Diego Rivera		Portfolio Review Critiques and Rubric
8	1.A.B. 2:A.C. 3. A.B. 4:A.	1.2.3.	5	Form: 5. Students will be introduced to form by creating images that represent potential sculptures. 6. Students will construct relief sculptures with the theme of harmony and peace out of modeling clay. 7. Once the design is set students will create a final version of their work of art with air dry clay. 8. The students will use paint the sculptures with an emphasis on harmony balance and unity.	Michelangelo	Pencil, Color Pencils, Acrylic Paint, & Brushes, Air Dry Clay, & Modeling Clay	Portfolio Review Critiques and Rubric
		4.5.6			Day of the Dead		Portfolio Review Critiques and Rubric
9	1.A.B. 2:A.C. 3. A.B. 4:A.	1.2.3.	6	Color: 4. The students will start work on the element of art known as Color.	Georgia O'Keefe	Pencil, Color Pencils, Pencils,	Portfolio Review Critiques and Rubric
		4.5.6			6 Week Test		6 Week Test
10	1.A.B. 2:A.C. 3. A.B. 4:A.	1.2.3.	6	Color: 4. The students will start work on the element of art known as Color.	Thanksgiving	Pencil, Color Pencils, Color Pencils, Tempera Paints & Brushes	Portfolio Review Critiques and Rubric
		4.5.6			Claude Monet		Portfolio Review Critiques and Rubric
11	1.A.B. 2:A.C. 3. A.B. 4:A.	1.2.3.	7	Perspective: 3. Students will work on their understanding of perspective. 4. Students will create several forms of perspective using varying types of mediums	Van Gogh	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
		4.5.6			M.C. Escher		Portfolio Review Critiques and Rubric
12	1.A.B. 2.A.B.C. 3. A.B.C. 4:A.B.	1.2.4.	7	Perspective: 3. Students will work on their understanding of perspective. 4. Students will create several forms of perspective using varying types of mediums	Christo	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
		5.			6 Week Test		6 Week Test
13	1.A.B. 2.A.B.C. 3.A.B.C. 4:A.B.	1.2.4.	6	Color: 5. Students will construct a working knowledge of color theory. 6. Students will be introduced to impressionist painters.	6 Week Test	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
		5.			6 Week Test		6 Week Test
14	1.A.B. 2:A.B.C. 3: A.B.C. 4:A.B.	1.2.4.	6	Color: 5. Students will construct a working knowledge of color theory. 6. Students will be introduced to impressionist painters.	6 Week Test	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
		5.			6 Week Test		6 Week Test
15	1.A.B. 2:A.B.C. 3: A.B.C. 4:A.B.	1.2.4.	7	Perspective: 3. Students will work on their understanding of perspective. 4. Students will create several forms of perspective using varying types of mediums	6 Week Test	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
		5.6			6 Week Test		6 Week Test
16	1.A.B. 2: A.B.C. 3: A.B.C. 4:A.B.	1.2.3.	7	Perspective: 3. Students will work on their understanding of perspective. 4. Students will create several forms of perspective using varying types of mediums	6 Week Test	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
		4.5.6			6 Week Test		6 Week Test
17	1.A.B. 2:A.B.C. 3: A.B.C. 4:A.B.	1.2.3.	7	Perspective: 3. Students will work on their understanding of perspective. 4. Students will create several forms of perspective using varying types of mediums	6 Week Test	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
		4.5.6			6 Week Test		6 Week Test
18	1.A.B. 2: A.B.C. 3: A.B.C. 4:A.B.	1.2.3.	7	Perspective: 3. Students will work on their understanding of perspective. 4. Students will create several forms of perspective using varying types of mediums	6 Week Test	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
		4.5.6			6 Week Test		6 Week Test

13	1.A.B. 2.A.B.C. 3.A.B.C. 4:A.B.	1.2.4.	6	Color: 5. Students will construct a working knowledge of color theory. 6. Students will be introduced to impressionist painters.	Thanksgiving	Pencil, Color Pencils, Color Pencils, Tempera Paints & Brushes	Portfolio Review Critiques and Rubric
		5.			Claude Monet		Portfolio Review Critiques and Rubric
14	1.A.B. 2:A.B.C. 3: A.B.C. 4:A.B.	1.2.4.	6	Color: 5. Students will construct a working knowledge of color theory. 6. Students will be introduced to impressionist painters.	Van Gogh	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
		5.			M.C. Escher		Portfolio Review Critiques and Rubric
15	1.A.B. 2:A.B.C. 3: A.B.C. 4:A.B.	1.2.4.	7	Perspective: 3. Students will work on their understanding of perspective. 4. Students will create several forms of perspective using varying types of mediums	Christo	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
		5.6			6 Week Test		6 Week Test
16	1.A.B. 2: A.B.C. 3: A.B.C. 4:A.B.	1.2.3.	7	Perspective: 3. Students will work on their understanding of perspective. 4. Students will create several forms of perspective using varying types of mediums	6 Week Test	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
		4.5.6			6 Week Test		6 Week Test
17	1.A.B. 2:A.B.C. 3: A.B.C. 4:A.B.	1.2.3.	7	Perspective: 3. Students will work on their understanding of perspective. 4. Students will create several forms of perspective using varying types of mediums	6 Week Test	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
		4.5.6			6 Week Test		6 Week Test
18	1.A.B. 2: A.B.C. 3: A.B.C. 4:A.B.	1.2.3.	7	Perspective: 3. Students will work on their understanding of perspective. 4. Students will create several forms of perspective using varying types of mediums	6 Week Test	Pencil, Color Pencils, Acrylic Paint, & Brushes	Portfolio Review Critiques and Rubric
		4.5.6			6 Week Test		6 Week Test

Unit Plans

Middle School Grades 7 & 8

Unit One: Introduction

- Students will spend the first week of school working on the school's values of Respect, Responsibility, and Quality.
- Students will participate in creating the classroom rules and expectations for behavior within the class.
- Individual projects are to be created depicting the school's values and rules.
- This is meant to introduce new students to Da Vinci to the school atmosphere as well as to set the standards for the rest of the year.

Unit two: Composition

- As a way of getting to know each other students will create works of art depicting interests.
- Students are given the task of demonstrating skills and knowledge of art.
- Students will be given daily vocabulary related to composition and line.
- Basic guidelines and design skills are meant to show how many artists create their compositions.
- Students will be introduced to famous artists and their contributions to art.

Unit Three: Line

- Students will be introduced to the line element of art with examples of famous art work that uses only line.
- Students will work on works of art using different types of line drawings.

- Works of art will be created using one of three types of line drawing: hatching, cross hatching, and pointillism.
- Students will be introduced to famous artists and their contributions to art.
- Review for end of 6 weeks test and end of grading.

Unit Four: Value

- Students will develop their understanding of the element of art known as value.
- Students will study many artists who use value to create the illusion of lights and darks.
- Each student will create a value scale using one color and elements of tint and shade.
- Proper use of paints will be demonstrated as well as mastered.
- Students will be introduced to famous artists and their contributions to art.

Unit Five: Form

- Students will be introduced to form by creating images that represent potential sculptures.
- Students will develop their sense of form as both physical sculptures as well as images that have the illusion of form.
- Students will construct relief sculptures with the theme of harmony and peace out of modeling clay, and finalize their design with air dry clay.
- Students are asked to see more than the just a basic form but to understand how form plays an important part in all aspects of art.
- Students will be introduced to famous artists and their contributions to art.

Unit Six: Color

- The students will work on the element of art known as Color.
- Students will construct a working knowledge of color theory.
- Students will be introduced to impressionist painters.

- Students will create works of art with varying or limited pallets so as to show them different methods of using colors.

Unit Seven: Perspective

- Students will work on their understanding of perspective.
- Students will create several forms of perspective using varying types of mediums.
- Numerous fields will be connected to perspective as a way of showing students the importance of being able to effectively use it for other subjects.
- Students will discover how perspective can be understood in any environment in which they wish to depict.

Unit Plans

High School Art 1

Unit One: Introduction

- Students will spend the first week of school working on the school's values of Respect, Responsibility, and Quality.
- Students will participate in creating the classroom rules and expectations for behavior within the class.
- Individual projects are to be created depicting the school's values and rules.
- This is meant to introduce new students to the school of Da Vinci's atmosphere as well as to set the standards for the rest of the year.

Unit two: Composition

- As a way of getting to know each other students will create works of art depicting interests.
- Students are given the task of demonstrating skills and knowledge of art.
- Students will be given daily vocabulary related to composition and line.
- Basic guidelines and design skills are meant to show how many artists create their compositions.
- Students will be introduced to famous artists and their contributions to art.

Unit Three: Line

- Students will be introduced to the line element of art with examples of famous art work that uses only line.
- Students will work on works of art using different types of line drawings.

- Works of art will be created using one of three types of line drawing: Hatching, Cross Hatching, and Pointillism.
- Students will be introduced to famous artists and their contributions to art.
- Review for end of 6 weeks test and end of grading.

Unit Four: Value

- Students will develop their understanding of the element of art known as Value.
- Students will study many artists who use value to create the illusion of lights and darks.
- Each student will create a value scale using one color and elements of Tint and Shade.
- Proper use of paints will be demonstrated as well as mastered.
- Students will be introduced to famous artists and their contributions to art.

Unit Five: Form

- Students will be introduced to form by creating images that represent potential sculptures.
- Students will develop their sense of form as both physical sculptures as well as images that have the illusion of form.
- Students will construct relief sculptures with the theme of harmony and peace out of modeling clay, and finalize their design with air dry clay.
- Students are asked to see more than the just a basic form but to understand how form plays an important part in all aspects of art.
- Students will be introduced to famous artists and their contributions to art.

Unit Six: Color

- The students will work on the element of art known as Color.
- Students will construct a working knowledge of color theory.
- Students will be introduced to impressionist painters.

- Students will create works of art with varying or limited pallets so as to show them different methods of using colors.

Unit Seven: Perspective

- Students will work on their understanding of perspective.
- Students will create several forms of perspective using varying types of mediums.
- Numerous fields will be connected to perspective as a way of showing students the importance of being able to effectively use it for other subjects.
- Students will discover how perspective can be understood in any environment in which they wish to depict.

Lesson Plans Overview:**Middle School Grades 7 & 8****Lesson 1:** Introduction**Art Element:** None**Artist/ Culture:** Da Vinci School for the Sciences and Arts**Objectives:**

- Objective: Students will spend the first week of school working on the school values of Respect, Responsibility, and Quality.
- Students will participate in creating the classroom rules and expectations for behavior within the class.
- Individual projects are to be created depicting the school's values and rules.
- This is meant to introduce new students to Da Vinci to the school atmosphere as well as to set the standards for the rest of the year.

Activity: In groups students discuss the rules and expectations that the school has and how they believe they should be applied to the class. They will create posters describing the top five rules they believe the class should follow. Next as a class they will compare each group's lists and come up with a set of rules that the entire class can follow. Lastly as a fun project students will be given one letter from words quality, respect, and responsibility and create a drawing based on that one word which they feel best represents school values.

Integrated Subject: None

Lesson 2: “Getting to know you”

Art Element: Potentially all elements of art

Artist/ Culture: Leonardo Da Vinci, and Mural paintings.

Objectives:

- As a way of getting to know each other students will create works of art depicting interests.
- Students are given the task of demonstrating skills and knowledge of art.
- Students will be given daily vocabulary as part of their bell work, which relates to composition and line.
- Basic guidelines and design skills are meant to show how many artists create their compositions.
- Students will be introduced to famous artists and their contributions to art.

Activity: Each student will be given the task of dividing a sheet of paper into a minimum of ten triangles. In each one they are to draw one thing about their life or things they want to be or do. As part of the project students are required to color in one triangle in blue, one in red and one in black and white. They are also required to draw a picture of themselves as well as their names in an interesting way. Finally the student will participate in a portfolio review in which they must assess their own work with the instructor.

Integrated Subject: Social studies

Lesson 3: “Lines in Art”

Art Element: Line

Artist/ Culture: Gorges Seurat

Objectives:

- Students will be introduced to the line element of art with examples of famous art work that uses only line.
- Lines that can be found in nature and manmade structures will be shown as an example and inspiration for future works.
- Students will work on works of art using different types of line drawings.
- Drawings will be done using all types of line drawing: hatching, cross hatching, Pointillism, and contour Line in their sketch books.
- Students will be introduced to famous artists and their contributions to art.

Activity: A demonstration of each type of line will be given so that students can easily identify the different types. On a page in their sketch books each student will draw a series of 10 lines of different design. Students will then be given the task of drawing an image of their choosing in their sketch book. The subject matter will be taken from nature around the school grounds and consists of one contour line drawing, hatching, and cross hatching. The images should only be of a sketch nature but they must be of sufficient quality to demonstrate understanding of the element.

Integrated Subject: History/ Geography

Lesson 4: “Art through use of line”

Art Element: Line

Artist/ Culture: Andy Warhol

Objectives:

- Students will work on a work of art using one type of line drawings.
- The students will create a work of art by using one of three types of line drawing: Hatching, Cross Hatching, and Pointillism.
- Students will be introduced to a famous artist and his contributions to art.
- On a large sheet of paper students are asked to create an image using only one style of line drawing using only their graphic pencils.
- Review for end of 6 weeks test and end of grading.

Activity: With an understanding of the different types of line drawing students are to create a piece of art using only one form of line. The image they create can be of their choosing and they are to use their graphic pencil or colored pencils to complete the images.

Integrated Subject: History/ Social Studies/ Math

Lesson 5: “Valuing Tints and Shade”

Art Element: Value

Artist/ Culture: Norman Rockwell, & Diego Rivera

Objectives:

- Students will develop their understanding of the element of art known as Value.
- Students will use the full range of graphic pencils.
- Students will study many artists who use value to create the illusion of lights and darks.

- Each student will create a value scale using one color and elements of Tint and Shade.
- Proper use of paints will be demonstrated as well as mastered.
- Students will be introduced to famous artists and their contributions to art.

Activity: Each student will be given the task of creating a standard gray scale in their sketch book using their graphic pencils. Once the value scale is completed the students will create a larger value scale using a color plus black and white as a way of demonstrating skill to create tints and shades. The final project will require the students to create a geometric pattern using triangles or circles that overlap or segment for the basic structure. Each section will be filled in with a color and either a tint or shade that they used on their value scale.

Integrated Subject: Math

Lesson 6: “Form of art”

Art Element: Form

Artist/ Culture: Michelangelo

Objectives:

- Students will be introduced to form by creating images that represent potential sculptures.
- Students will develop their sense of form as images that have the illusion of form.
- Students are asked to see more than the just a basic form but to understand how form plays an important part in all aspects of art.
- Students will be introduced to a famous artist and his contributions to art.

Activity: Students are shown different examples of form both in drawings and paintings but also in physical three dimensional sculptures. To complete their knowledge students will create 3 drawings of ideas for a relief sculpture with the theme of harmony or peace.

Integrated Subject: history/ geography/ music

Lesson 7: “Harmony in Relief”

Art Element: Form

Artist/ Culture: Day of the Dead/ Georgia O’Keefe

Objectives:

- Students will develop their sense of form as both physical sculptures as well as images that have the illusion of form.
- Students will construct relief sculptures with the theme of harmony and peace out of modeling clay, and finalize their design with air dry clay.
- Students are asked to see more than the just a basic form but to understand how form plays an important part in all aspects of art.
- Students will be introduced to famous artist and her contributions to art.
- Students will be shown an important cultural experience that relates differently to many diverse cultures.

Activity: Students will work on their designs for a relief sculpture based on harmony and friendship using modeling clay or a final version out of air dry clay. The designs should be no larger than the 8 inches across and less the 2 inches projected from the base. Once completed the students will paint their works and display them for the school to see.

Integrated Subject: history/ geography/ music

Lesson 8: “All Colors from three”

Art Element: Color

Artist/ Culture: Thanksgiving

Objectives:

- The students will work on the element of art known as Color.
- Students will construct a working knowledge of color theory.

- Students will create works of art with varying or limited pallets so as to show them different methods of using colors.

Activity: Students will learn about color theory through the initial actions of creating a 12 color ‘Color Wheel’ in their sketch books. The students will then do a series of three drawings using only primary colors, secondary colors, and finally tertiary colors.

Integrated Subject: History

Lesson 9: “Limited Color”

Art Element: Color

Artist/ Culture: Claude Monet

Objectives:

- Students will construct a working knowledge of color theory.
- Students will be introduced to impressionist painters.
- Students will creates works of art with varying or limited pallets so as to show them different methods of using colors.

Activity: To continue an understanding of visual art students are asked to do a study for a final painting. Once the student has complete a study they are to begin creating an outline drawing on a large surface. The final work of art is to be painted with tempera paints but the image can only be done with primary, secondary, and tertiary colors plus black and white.

Integrated Subject: history

Lesson 10: “Vanishing Point Name”

Art Element: Perspective

Artist/ Culture: M.C. Escher

Objectives:

- Students will work on their understanding of perspective.
- Students will create several forms of perspective using varying types of mediums.
- Students are to create a one point perspective using their names as the source of imagery.
- Numerous fields will be connected to perspective as a way of showing students the importance of being able to effectively use it for other subjects.
- Students will discover how perspective can be understood in any environment in which they wish to depict.

Activity: Perspective is a fundamental skill that many artist need to developed through simple observations. Students will begin by drawing basic shapes like squares and triangles and connecting them to a single point in their sketch books. Once a good understanding of how the vanishing point works students will design an image of their name with a single vanishing point on the horizon.

Integrated Subject: math/ history

Lesson 11: “More than One Point of View”

Art Element: Perspective

Artist/ Culture: Christo

Objectives:

- Students will work on their understanding of perspective.
- Students will create several forms of perspective using varying types of mediums.

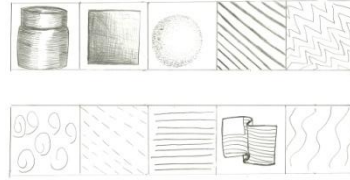
- Students will work on understanding greater levels of vanishing points with the introduction of 2 point and 3 point perspective.
- Students are to create an image using either two point perspective or three point perspective.
- Numerous fields will be connected to perspective as a way of showing students the importance of being able to effectively use it for other subjects.
- Students will discover how perspective can be understood in any environment in which they wish to depict.

Activity: The next part of this lesson unit will require students to create original works of art using either two point perspective or three point perspective in their sketch books. The image should be of a geometric nature so as to provide a better level of understanding and allow for easier designs. When finished the students will begin working on a final image that will require them to use either two point perspective or three point perspective in designing their art piece.

Integrated Subject: Math/ History/ Geography

Examples of Art Work for Lesson Plans: Middle School Grades 7 & 8

Lesson 2: "Getting to know you"



Lesson 3: Lines in Art



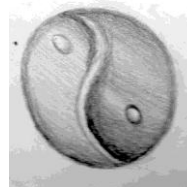
Lesson 3: "Lines in Art"



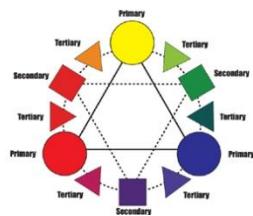
Lesson 4:
"Art through use of line"



Lesson 5:
"Valuing Tints and Shade"



Lesson 7:
"Harmony in Relief"

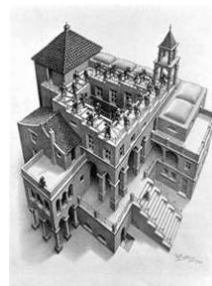


Lesson 8: "All Colors from three"



Lesson 9: "Limited Color"

Lesson 10: "Vanishing Point Name"



Lesson 11:
"More than One Point of View"

Lesson Plans Overview:

High School Art 1

Lesson 1: Introduction

Art Element: None

Artist/ Culture: Da Vinci School for the Sciences and Arts

Objectives:

- Objective: Students will spend the first week of school working on the school values of Respect, Responsibility, and Quality.
- Students will participate in creating the classroom rules and expectations for behavior within the class.
- Individual projects are to be created depicting the school values and rules.
- This is meant to introduce new students to Da Vinci to the school atmosphere as well as to set the standards for the rest of the year.

Activity: In groups students discuss the rules and expectations that the school has and how they believe they should be applied to the class. They will create posters describing the top five rules they believe the class should follow. Next as a class they will compare each group's lists and come up with a set of rules that the entire class can follow. To conclude the school values students will create original works of art depicting one of the three core values that the school represents.

Integrated Subject: None

Lesson 2: “Getting to know you”

Art Element: Potentially all elements of art

Artist/ Culture: Leonardo Da Vinci, and Mural paintings.

Objectives:

- As a way of getting to know each other students will create works of art depicting interests.
- Students are given the task of demonstrating skills and knowledge of art.
- Students will be given daily vocabulary as part of their bell work; which relates to composition and line.
- Basic guidelines and design skills are meant to show how many artists create their compositions.
- Students will be introduced to famous artists and their contributions to art.

Activity: Each student will be given the task of dividing a sheet of paper into a minimum of ten triangles. In each one they are to draw one thing about their life or things they want to be or do. As part of the project students are required to color in one triangle in blue, one in red and one in black and white. They are also required to draw a picture of themselves as well as their names in an interesting way. Finally the student will participate in a portfolio review in which they must assess their own work with the instructor.

Integrated Subject: Social studies

Lesson 3: “Art with only Lines”**Art Element:** Line**Artist/ Culture:** Gorges Seurat**Objectives:**

- Students will be introduced to the line element of art with examples of famous art work that uses only line.
- Lines that can be found in nature and manmade structures will be shown as an example and inspiration for future works.
- Students will work on works of art using different types of line drawings.
- Drawings will be done using all types of line drawing: Hatching, Cross Hatching, Pointillism, and Contour Line in their sketch books.
- Students will be introduced to famous artists and their contributions to art.

Activity: A demonstration of each type of line will be given so that students can easily identify the different types. On a page in their sketch books each student will draw a series of 10 lines of different design from contour lines to dots to hatching. Students will then be given the task of drawing an image of their choosing in their sketch book. The subject matter will be taken from nature around the school grounds and consists of one contour line drawing, hatching, and cross hatching. The images should only be of a sketch nature but they must be of sufficient quality to demonstrate understanding of the element. The final image will be a drawing using their studies as a reference but will be completed with their graphic pencil sets.

Integrated Subject: History/ Geography

Lesson 4: “Art through use of line”

Art Element: Line

Artist/ Culture: Andy Warhol

Objectives:

- Students will work on a work of art using one type of line drawings.
- The students will create a work of art by using one of three types of line drawing: Hatching, Cross Hatching, and Pointillism.
- Students will be introduced to a famous artist and his contributions to art.
- On a large sheet of paper students are asked to create an image using only one style of line drawing using only their graphic pencils.
- Review for end of 6 weeks test and end of grading.

Activity: With an understanding of the different types of line drawing students are to create a piece of art using only one form of line. The final project will be done in either pointillism or with crosshatching. An image of the student’s choosing will be the basis for the final product and it is their choosing on which form of media to use.

Integrated Subject: History/ Social Studies/ Math

Lesson 5: “Tints and Shade of Life”

Art Element: Value

Artist/ Culture: Norman Rockwell, & Diego Rivera

Objectives:

- Students will develop their understanding of the element of art known as Value.
- Students will use the full range of graphic pencils.
- Students will study many artists who use value to create the illusion of lights and darks.
- Each student will create a value scale using one color and elements of Tint and Shade.

- Proper use of paints will be demonstrated as well as mastered.
- Students will be introduced to famous artists and their contributions to art.

Activity: Each student will be given the task of creating a standard gray scale in their sketch book using their graphic pencils. Using strips of paper approximately 4 inch by 20 students will create a value scale using one color of acrylic paint. The final project will require the students to create a geometric pattern on paper using triangles to fill the space. Each section will be filled in with a color and either a tint or shade that cannot be the same as the one next to it.

Integrated Subject: Math

Lesson 6: “Forming 3 Dimensional Art”

Art Element: Form

Artist/ Culture: Michelangelo

Objectives:

- Students will be introduced to form by creating images that represent potential sculptures.
- Students will develop their sense of form as images that have the illusion of form.
- Students are asked to see more than the just a basic form but to understand how form plays an important part in all aspects of art.
- Students will be introduced to a famous artist and his contributions to art.

Activity: Students are shown different examples of form both in drawings and paintings but also in physical three dimensional sculptures. This project is meant to demonstrate effective use of form in art both physical and implied. To complete their knowledge students will create 3 drawings of ideas for a relief sculpture with the theme of Harmony or Peace. These images should be completed with color and represent a finish piece of art. The overall theme is meant to tie into the Daniel Pearl concert for peace and harmony.

Integrated Subject: history/ geography/ music

Lesson 7: “Harmony in Relief”**Art Element:** Form / Space**Artist/ Culture:** Day of the Dead/ Georgia O’Keefe**Objectives:**

- Students will develop their sense of form as both physical sculptures as well as images that have the illusion of form.
- The class will be introduced to the concept of space.
- Students are shown the many different forms of creating sculptures.
- Students will construct relief sculptures with the theme of harmony and peace out of modeling clay, and finalize their design with air dry clay.
- Students are asked to see more than the just a basic form but to understand how form plays an important part in all aspects of art.
- Students are to see that Form is both that which is made and the space that is around it.
- Students will be introduced to famous artists and her contributions to art.
- Students will be shown an important cultural experience that relates differently to many different cultures.

Activity: Students will work on their designs for a relief sculpture based on harmony and friendship using modeling clay or a final version out of air dry clay. The designs should no larger than the 8 inches across and less the 2 inches projected from the base. Relief sculptures have limited depth which creates the need to use space wisely and to incorporate it into the design of the art work. Once completed the students will paint their works and display them for the school to see at the Daniel Pearl concert.

Integrated Subject: history/ geography/ music

Lesson 8: “All Colors from three”

Art Element: Color

Artist/ Culture: Thanksgiving

Objectives:

- The students will work on the element of art known as Color.
- Students will construct a working knowledge of color theory.
- Students are to devise multiple visual aids depicting different aspects of color theory.
- Each student will create their own color wheel using primary, secondary, and tertiary colors.

Activity: Students will learn about color theory through the initial actions of creating a 12 color ‘Color Wheel’ in their sketch books using color pencil. Students will then create an art work in which they can only use the primary colors. They will repeat this process three more times with secondary colors, tertiary colors and complimentary colors.

Integrated Subject: History

Lesson 9: “Limited Color”

Art Element: Color

Artist/ Culture: Claude Monet

Objectives:

- Students will construct a working knowledge of color theory.
- Students will be introduced to impressionist painters.
- Students will create works of art with limited palettes so as to show them different methods of using colors.
- Students are asked to create a landscape painting of their design

Activity: To continue an understanding of visual art students are asked to do a study for a final painting. The drawing should be of a landscape of the students choosing or design. Once the student has completed a study they are to begin creating an outline drawing on a large surface. The final work of art is to be painted with tempera paints but the image can only be done with primary, secondary, and tertiary colors plus black and white. Students are allowed to either layer the colors or use methods like pointillism to create the effect of greater colors.

Integrated Subject: history

Lesson 10: “Vanishing Point Name”

Art Element: Perspective

Artist/ Culture: M.C. Escher

Objectives:

- Students will work on their understanding of perspective.
- Students will create several forms of perspective using varying types of mediums.
- Students are to create a one point perspective using their names as the source of imagery.
- Numerous fields will be connected to perspective as a way of showing students the importance of being able to effectively use it for other subjects.
- Students will discover how perspective can be understood in any environment in which they wish to depict.

Activity: Perspective is a fundamental skill that many artists need to developed through simple observations. Students will begin by drawing basic shapes like squares and triangles and connecting them to a single point in their sketch books based on a horizon line. Once a good understanding of how the vanishing point works students will design an image of their name with a single vanishing point on the horizon. The name should also have intricate 3D designs or patterns incorporated into the lettering

Integrated Subject: math/ history

Lesson 11: “Multiple Points of View Around Town”**Art Element:** Perspective**Artist/ Culture:** Christo**Objectives:**

- Students will work on their understanding of perspective.
- Students will create several forms of perspective using varying types of mediums.
- Students will work on understanding greater levels of vanishing points with the introduction of 2 point and 3 point perspective.
- Students are to create an image using either two point perspective or three point perspective.
- Numerous fields will be connected to perspective as a way of showing students the importance of being able to effectively use it for other subjects.
- Students will discover how perspective can be understood in any environment in which they wish to depict.

Activity: The next part of this lesson unit will require students to create original works of art using either two point perspective or three point perspective in their sketch books. Image should be of a geometric nature so as to provide a better level of understanding and will allow for easier designs. When finished the students will begin working on a final image that will require them to use either two point perspective or three point perspective in designing their art piece. An image of their homes, school, or building in which they find interesting is the basis for their final work.

Integrated Subject: Math/ History/ Geography

Examples of Art Work for Lesson Plans: High School Art 1



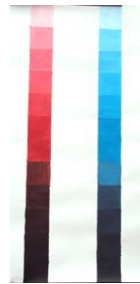
Lesson 2:
"Getting to know you"



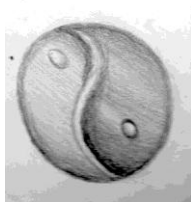
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Lesson 4: "Art through use of line"



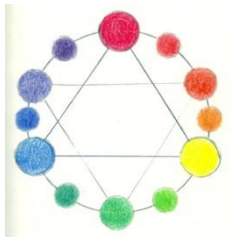
Lesson 5:
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"Forming 3 Dimensional Art"



Lesson 7:
"Harmony in Relief"



Lesson 8:
"All Colors from three"



Lesson 9:
"Limited Color"



Lesson 10:
"Vanishing Point Name"



Lesson 11:
"Multiple Points of View Around Town"

Sample Lesson Plan
Color Wheel / Limited Color

Objective: Concept / Topic to teach:

- Students will learn about color theory and ways in which colors are combined to create new colors.
- Students will define color related terms related to color theory.
- Students will create several images demonstrating an understanding of color theory.

Standards Addresses

TEKS for Fine Art

§117.35/ 117.38. Grade 7 –8 (7.1) (7.2) (7.3) (7.4) (7.5)/ (8.1) (8.2) (8.3) (8.4)

§117.52. Art, Level I. (1) Perception. (2) Creative expression/performance.

(3) Historical/cultural heritage. (4) Response/evaluation.

Specific Objectives:

- Create a color wheel, with primary, secondary, and 6 intermediate colors.
- Two charts showing 5 shades and 5 tints of a warm hue and a cold hue.
- Define terms: Color, Hue, Color Wheel, Primary, Secondary, Tertiary, Tint, and Shade.
- Students will create a color composition with Primary, Secondary, and Intermediate Colors.

Required Materials:

- Crayons/ or color pencils.
- Paper
- Ruler
- Compass
- Paints – Acrylic / Tempera
- Brushes
- Paint pallets.

- Board to paint on
- Pencil
- Color Pencils
- Paper towels

Introduction/ Discussion: Anticipatory Set:

Color theory is the foundation to nearly every form of art that involves color and is a required fundamental ability for all artists. This knowledge is needed for artist to create any color known to man and has been an essential to art education for centuries. Once a preliminary knowledge is mastered students can move on to greater levels of color theory and a better understanding of why colors interact in certain ways.

Step-By-Step Procedures:

1. Start the lesson by asking the students to define color. Followed by defining terms:

Color – Is light. The ability of an object to absorb or reflect light determines its color.

Hue – Refers to color, primary, secondary, etc.

Primary Colors- Red Yellow, and Blue. These 3 colors cannot be created by any other color and by mixing them they can create all other colors.

Secondary Colors- Orange, Violet, and Green. – These three colors are created by mixing equal parts of 2 primary colors.

Tertiary Colors (intermediate) – Are colors created from mixing a primary color with a secondary. Creates colors such as Red Orange, Blue Green, etc. When naming the primary color's name always go first.

Color Wheel – Is a tool that consists of at least the first 12 colors in their related locations to each other.

Tint – Any color plus white is known as a tint and relates to increments of value.

Shade – Created by mixing any color with Black in increments to create a darker color.

(Tints and Shades are not considered colors because they cannot create a new color by mixing them with a hue).

2. Students will create basic color wheels on a piece of paper using either crayons or colored pencils.



3. The final art project will be a painting of the student's choosing that uses all 12 colors with white and black but no other color. Size should be 18 x 24 inches and painted with either Tempera or Acrylic paints.
4. The drawing should be of a landscape of the students choosing or design. Once the student has complete a study they are to begin creating an outline drawing on a large surface. The final work of art is to be painted with tempera paints but the image can only be done with primary, secondary, and tertiary colors plus black and white. Students are allowed to either layer the colors or use methods like pointillism to create the effect of greater colors.



Example of an art project

this reproduction of “Calvin and Hobbes” uses only the 12 colors, + black and white, and a flesh tone.

5. This project will be concluded with a portfolio review in which the students will present their works and critique the overall effect.

Summary / Closure:

After completing the project students should have mastered basic color theory and be able to identify key terms and to be able to list the Primary, Secondary, and Intermediate Colors.

The students will have a completed color wheel for future use as well as examples of tint and shade using warm and cool colors.

A final piece of art will be completed depicting each of the 12 colors plus white and black and exhibit the student’s talents, and effort.

Evaluation: Assessment Based on Objectives:

The final grade will be based on the evaluation of the art piece, participation, effort, and quality of paper and art work.

- Students will earn a percentage for their Portfolio Review, both as presenter and as audience.
- Quality of the work done will be a large part of the grade based on how well they have demonstrated an understanding of the concepts and their depiction. Overall condition of the final pieces will also have a factor in the grading.
- Effort put into the project will be demonstrated by both the final images and the how well the student worked in class on each project. (Factors include: is the project completed, and does it look like the student worked on it and not other things?)
- The final Color Wheel as well as the two charts will be combined to make up half of the project’s grade.
- A six week test on the vocabulary will also be used as a grade to determine the student understands of the subject matter.
- The Rubrics are made up of 5 categories: Project completion (30%), Participation (20%), Originality (20%), Quality of art work (20%), and Follows directions (10 %).

Additional Components that can be included:

Plan for independent practice:

Research on how to create a color wheel can be found on line or in many text books which can aid any student in completing the work at home.

Adaptations: (For students with learning disabilities):

This project for most students does not require any adaptation but if physical limitations prevent work to be done than it is advised that a report be given and presented to verify the students understanding of the subject matter.

Extensions (For gifted students): Students who complete the assignment early will be asked to research additional terms related to color such as: Complimentary colors, Analogous colors, etc.

Monotone Painting

Objective: Concept / Topic to teach:

- Students will complete a project which will require them to use both shades and tints of one color to create a piece of art.
- Students will be shown the difference between a colors Tint and a colors Hue.
- Vocabulary terms will be defined.

Standards Addresses:

TEKS for Art

§117.35/ 117.38. Grade 7 –8 (7.1) (7.2) (7.3) (7.4) (7.5)/ (8.1) (8.2) (8.3) (8.4)

§117.52. Art, Level I. (1) Perception. (2) Creative expression/performance.

(3) Historical/cultural heritage. (4) Response/evaluation.

Specific Objectives:

- Students will define the following terms: tint, shadow, and monotone.
- An art piece will be created using one color plus its tints and shades. Subject matter and medium is up to the student but only 11 shades or tints of the color can be used.

Required Materials:

- Pencil
- Paper (heavy Weight)
- Ruler
- Acrylic/ Tempera Paint
- Paint Brushes
- Eraser
- Pallet or paint trays
- Canvas or hard material to paint on

Introduction/ Discussion: Anticipatory Set:

One aspect of color is its ability to take on different appearances by adding black or white to the color pallet. Tints are colors that take on a lighter appearance with the addition of white and shades are when black is added to a color. This lesson is a way to demonstrate the wide range of colors that can be created with only one color with black and white.

Step-By-Step Procedures:

Step 1.

Define the following terms:

Monochromatic: describes paintings, drawings, design, or photographs in one color or shades of one color.

Tint: is the mixture of a color with white, which increases lightness.

Shade: is the mixture of a color with black, which reduces lightness

Step 2.

1. Students will produce an original piece of art work using only one color of their choosing with 5 shades and tints of that color.
2. The piece is to be an original piece and can be of any subject matter that they wish to design (within the rules of the school). A simple design is recommended but students should create works that are of equal skill as a black and white pencil drawing.
3. Using either canvas or heavy weight paper or poster board the students can use acrylic or tempera paint to create their art work. It is recommended that the size of the image be at least 16x 20 inches.
4. The final project will require the students to create a geometric pattern on paper using triangles to fill the space. Each section will be filled in with a color and either a tint or shade that cannot be the same as the one next to it.
5. Once completed, students will present and participate in a portfolio review with the rest of the class.



Example of a monochromatic painting

Summary / Closure: (Re- Stating the learning objectives):

Monochromatic images are very common in pencil and charcoal drawings but using a color with its tints and hues is a good way to re-enforce the importance of individual colors. Tints and Shades are an important aspect of the color pallet as they increase the variety of colors and allows for greater depth to art.

A basic comprehension of these elements of art must be understood for students to advance to higher level of artistic skills. Completion of a painting using only one color with black and white will create a good sense of what a monochromatic piece of art is and how diverse art can be.

Evaluation: Assessment Based On Objectives:

The final project will be evaluated by presentation, quality, effort, and class participation.

- Students will earn a percentage for their Portfolio Review, both as presenter and as audience.
- Quality of the work done will be a large part of the grade based on how well they have demonstrated an understanding of the concepts and their depiction. Overall condition of the final pieces will also have a factor in the grading.

- Effort put into the projects will be demonstrated by both the final image and the how well the student worked in class on the project. (Factors include: is the project completed, and does it look like the student worked on it and not other things?)
- The final Monochromatic image will make up half of the projects grade.
- A mid-term test or Final exam on the vocabulary will also be used as a grade to determine the students understanding of the subject matter.
- The Rubrics are made up of 5 categories: Project completion (30%), Participation (20%), Originality (20%), Quality of art work (20%), and Follows directions (10 %).

Additional Components that can be included:

Plan for independent practice:

For students who need independent practice substituting color pencils for paint is a viable option and the use of standard paper can be allowed. An additional 2 page report on monochromatic images can also be added in order for the student to have a strong understanding of the subject matter.

Adaptations: (For students with learning disabilities):

This project can be made simpler for the student if only the three types of colors are supplied but other aspects should be un-affected.

Extensions (For gifted students):

A second painting is recommended in which the student must paint a still life of the teachers choosing but using only one color with its tints and shades.

Possible Connections To Other Subjects: (History/ Science/ etc.):

This assignment can tie into the physics of light and historical use of basic colors to create art.

Example of Art Classroom Presentation

SEVEN ELEMENTS OF ART

•One or more basic visual symbols an artist uses to create visual art

- ✦ LINE
- ✦ SHAPE
- ✦ VALUE
- ✦ TEXTURE
- ✦ COLOR
- ✦ SPACE
- ✦ FORM

LINE

- ✦ The path of a dot through space





Illustration: Drawing by André Malraux (1906-1987), ink on paper, 1960s, 11x14cm

CROSSHATCHING

- ✦ Drawing lines that criss-cross each other.



A SUNDAY AFTERNOON ON THE ISLAND OF LA GRANDE JATTE.
BY GEORGES SEURAT 1884



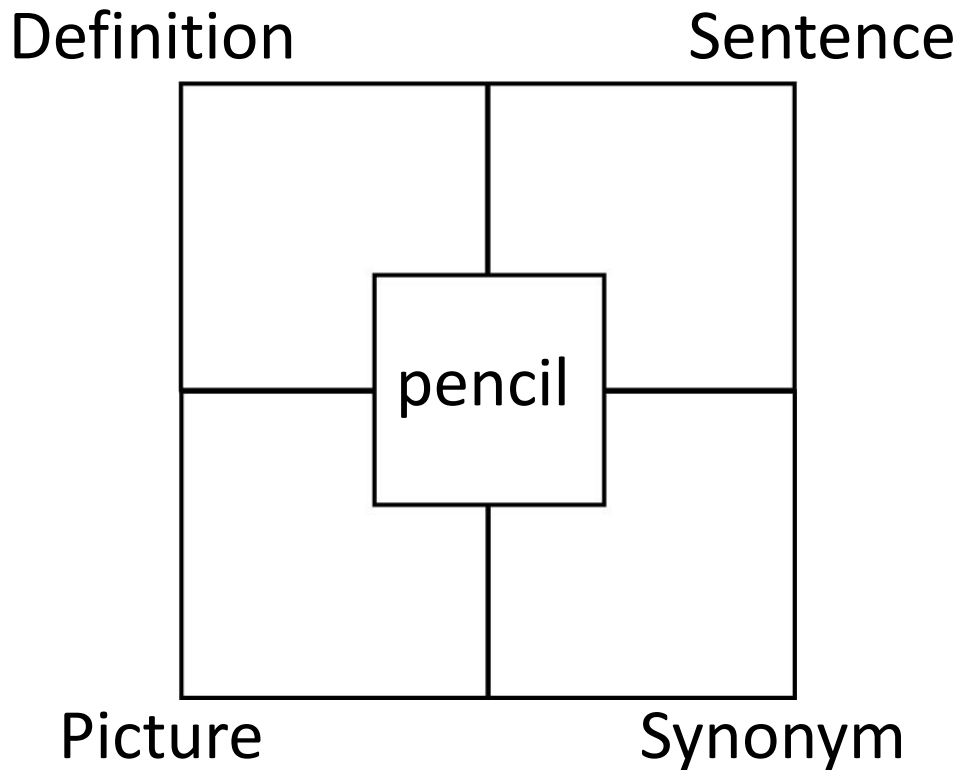
© 1984 x 11000 1 inch

RELIEF

IS A TYPE OF SCULPTURE IN WHICH FORMS AND FIGURES ARE PROJECTED FROM THE FRONT ONLY.

Primary Color

- The three basic colors of the spectrum. from which all other colors can be made.

Daily Bell Work Vocabulary Assignment Example

In each square the student is to write or draw something that relates to the word of the day.

- For the definition students should have been given the definition in a previous class and now they must copy it down in that square.
- The student will use the word correctly in a sentence as part of a way to further establish an understanding of the word.
- To help in the artistic development students are asked to do a quick sketch of the word.
- A synonym of the word allows students to have another word that they may relate to that may allow them to better understand the term.

Example of Middle School Art Test**MR. WESTMAN ART 6 WEEK TEST A**

- | | | | |
|----|---|---|---|
| 1. | Is the Mona Lisa is a good example of Applied Art? | T | F |
| 2. | Is George Seurat is best known for pointillism? | T | F |
| 3 | Andy Warhol is best known for his Campbell's Tomato Soup? | T | F |

Match questions 4-8 with Letters A-G

4. Painter _____
5. Contour Line _____
6. Subject _____
7. Graphic Artist _____
8. Stippling _____

- A. George Seurat
- B. The Point of a dot through space.
- C. The process of creating art with a single line
- D. The image that can easily be identified
- E. The process of creating art with lines that cross each other
- F. Andy Warhol
- G. The process of creating art with lots of points

9. In Hatching all lines travel in what direction _____

10. In Cross Hatching lines travel in what direction _____

11. Draw a picture of a ball using cross hatching.

List the 7 elements of Art

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. Draw an example of Value

20. Essay Question - 1 page (minimum). In at least 3 paragraphs write about, what do you think of the works of Leonardo DaVinci's. Please give examples.

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