Madison Public Schools
Art Studio

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Course Overview

Description

Art Studio is an introductory art elective offered to students in grades 9-12. This semester course is designed primarily as a studio (project-based) course integrated with art history, aesthetics and art criticism. This general art course provides an overview of foundations in drawing and two-dimensional design. Students may take the course for personal enrichment, but it is structured to be a foundation for skills that students will eventually need to study fine art at an advanced level. Focus is placed on the elements and principles of design, using repetition to create visual rhythm, contour line drawing, creating the illusion of three dimensionality in drawings, drawing accurately through observation and an introduction to color theory. Students will be introduced to influential artists from art history as they relate to studio projects. While the emphasis is primarily on technical skills, the role of art for self-expression will be introduced and students will be encouraged to find their own artistic voice. Additionally, students will learn to self check/critique their own work in order to satisfy predetermined requirements. This course will increase artistic self confidence, increase one's understanding of the basics of drawing /2D design and aid students in production of successful works of visual art. Critical thinking skills will be developed through original solutions and ideas for projects, as well as discussion, reflection and written critique.

Goals

This course aims to:
- Allow students to create studio projects in a variety of media and techniques.
- Offer basic understanding of composition and the utilization of the elements of art and principles of design.
- Allow students to gain knowledge and proficiency in introductory drawing techniques.
- Introduce the idea and technique of drawing from life (through observation).
- Introduce the idea and technique of contour line drawings.
- Introduce the concepts of hatching and crosshatching to create the illusion of depth in a drawing.
- Introduce the concept of shading and blending to create the illusion of depth in a drawing.
- Familiarize students with drawing mediums, such as graphite, scratchboard and colored pencils as well as tools like tortillions.
- Introduce students to the correct proportions when drawing the human face.
- Introduce self-portraiture to students and show examples from Art History.
- Introduce the concepts of 1 pt. and 2 pt. linear perspective to create an architectural rendering
- Give a basic introduction to color theory and the use of color schemes.
- Explore the ways in which visual arts can be an outlet for self-expression.
- Give students confidence in their creation of art works and knowledge of art, they will become critical thinkers about art.
- Present historical, biographical information on famous artists and how they impacted the trajectory of art history.
- Encourage students to reflect on their choices and processes in a self assessment & critique
- Teach students to analyze, interpret, and make meaning of art and design critically using oral and written discourse. Students will be introduced to the tenets of art criticism.

- Interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives.

Materials

Core: There is no textbook used in this course, rather the teacher and students will utilize a wide variety of art supplies available to them.

Supplemental:
List of supplemental resources can be found here:
https://docs.google.com/document/d/1Nj9YFlEZIpH2ltH5zt5NJQCOpnLAhgkUaQjRgZ5knlg/edit

Resources

Suggested Resources
https://docs.google.com/document/d/1Nj9YFlEZIpH2ltH5zt5NJQCOpnLAhgkUaQjRgZ5knlg/edit

Benchmark Assessments

Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course.

Modifications and Adaptations for Special Needs Learners
(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Unit 1 Overview

Unit Title: The Ingredients of Art - The Elements and Principles of Design

Unit Summary:

This unit focuses on the language of the foundations of design. The language of visual arts helps the viewer to recognize an artist's intention as well as recognize how this language helps artists express their own personal ideas and emotions. This unit places the emphasis on understanding the element and principles of design as the building blocks (or ingredients) of a work of art. Creation of a visually pleasing non-representational work of art is the goal of the unit. Students will learn how artists use composition to organize their ideas. Students will create a non-representational (abstract) drawing to focus solely on the use of elements and principles of design. Discussion of the term abstract as it applies to the visual arts will precede the production of an abstract design. Students will learn about the life and work of Wassily Kandinsky, who is often considered the "father of abstraction". Students will also be introduced to the idea of radial symmetry and balance and will use this skill to create a mandala that uses geometric and organic shapes and is non-representational. Students will learn about the significance of mandalas to Buddhist cultures.

Suggested Pacing: Anticipated time frame 10 classes

Learning Targets

Unit Essential Questions:

- What are the elements and principles of design?
- What role do the elements and principles of design play in the creation of a work of visual art?
- How can we use the elements and principles to create a visually pleasing composition?
- What does abstract mean in the visual arts?
- What is symmetry and how can it create a sense of balance?
- What is a radial design? How is it created?
- What is the difference between geometric and organic shapes?
- Who was Wassily Kandinksy and what was his contribution to modern art?
- What is the significance of the mandala in certain cultures?
- What are some different ways to approach art? What can we learn from studying a work of art?

Unit Enduring Understandings:

- Students can list the elements and principles of art and identify visual examples of each.
- Students can speak about artwork in terms of the Elements of Art and the Principles of Design; Students can use this language to critically analyze a work of art.
- Artists use elements of art and principles of design to organize visual communication. Art elements and design principles can be used intentionally to elicit a specific response from the viewer.
- Abstract art is a language that expresses ideas, moods, and feelings and the unique perceptions of the individual artist.
- Classifying works of art such as representational, abstract, non objective, and/ or conceptual leads to further understanding of how meaning is made.
- Visual arts provide for the ability to discern multiple solutions to visual and spatial problems.
- Interpreting the world through art, artists seek to represent concepts through a range of styles and approaches.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Students will define each element and principle of art through written and visual descriptions (students can work in groups or pairs to finish worksheets)
- Students will finish a preliminary chart which allows them to create smaller abstract compositions focusing on all the elements and principles of design.
- Students will use radial symmetry to create their own colored mandalas

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLS)	Pacing
Demonstrate an understanding of the elements and principles that govern the creation of works of art. Define the elements and principles of art and design.	Content: The elements and principles are the building blocks of a work of art. Skills: Identify the elements and principles of art and design. Represent them visually.	Identify the dominant element and/or principal conveyed in various art samples (via worksheet/quiz) and/or draw simple compositions that demonstrate each element and principle.	1.1.5.D.1 Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. 1.1.8.D.1 Describe the intellectual and emotional significance conveyed by. elements of art and principles of design in different historical eras and cultures.	1 lesson
Define a composition as it refers to a visual work of art. Create a composition using several elements of art, and employing at least one of the principles.	Content: Composition is the way artists arrange elements and principles to create art. Skills: Creation of a visually pleasing composition.	Create a 9 box chart and use the elements and at least one principle to form a mini abstract design composition.	1.1.8.D.2 The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures. 1.2.8.A.2 Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	2 lessons
Understand the meaning of the word abstract as it applies to art. Recognize the difference in works of art that are abstract or representational. Identify and analyze the works of Wassily Kandinsky and understand his place in Art History.	Wassily Kandinsky is considered the "father" of modern abstract art. He introduced art that represented feelings through colors, shapes, lines.	Review and analyze the work of Wassily Kandinsky. Compare and contrast his work with a representational work. Methods of assessment may be oral critique or short essay response.	1.2.8.A.3 The arts reflect cultural mores and personal aesthetics throughout the ages. 1.2.12.A.1 Cultural and historical events impact art-making as well as how audiences respond to works of art. 1.3.5.D.3 Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making	1 lesson
Identify and define a mandala. Recognize their significance to the Buddhist culture. Define radial design. Create a mandala that uses radial symmetry.	Mandalas are designs usually organized through radial symmetry and commonly used as spiritual devices in certain cultures, especially Buddhist.	Students will watch a video clip of Buddhist monks creating a mandala using colored sand. They will then create their own using a compass, colored pencils and markers.	1.4.8.B.2 Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist. 1.4.8.B.3 Universal elements of art and principles of design apply equally to artwork across cultures and historical eras. 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society. CRP6. Demonstrate creativity and innovation. 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and	6 lessons

			collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	

Unit 2 Overview

Unit Title: Contour Lines and The Principles of Design

Unit Summary:

This unit provides students with techniques in creating contour line drawings from observation. Students will begin to use line to define the boundaries of objects. Students will use their own hands as drawing reference objects and will create contour line drawings through observation. Students will be introduced to sighting techniques and view drawings of hands from Old Masters such as Michelangelo. Students will also begin to use line to create visual rhythms. The principle of rhythm will be analyzed through sketching and looking at the work of other artists. By repeating lines students will create a sense of visual rhythm. Students will combine the contour line hand drawings with a colorful rhythmic background.

Suggested Pacing: Anticipated time frame 9 classes

Learning Targets

Unit Essential Questions:

● How can sighting techniques help artist to "draw what they see"?
● How can an artist manipulate the elements of art to create a visually pleasing composition?
● How can an artist use repetition to create a sense of visual rhythm?
● What are the 5 types of visual rhythm and how do artists use them to create a sense of movement?
● How did Vincent Van Gogh manipulate the paint to create a sense of rhythm and movement in his paintings, especially "Starry Night"?
● How can an artist create a mood or feeling using visual rhythm?

Unit Enduring Understandings:

● In the visual arts, composition is the placement or arrangement of visual elements or ingredients in a work of art, as distinct from the subject. It can also be thought of as the organization of the elements of art according to the principles of art.
● By simply looking at the subject and drawing what is presented to the eye, the student gains solid perceptual skills and hand-eye coordination, as well as eliminating flawed preconceptions about the appearance of objects.
● Sighting techniques in drawing refer to the measurement of figures/objects in a visual way between other figures/objects in the composition.
● Definition of Visual Rhythm: a movement in which some elements recurs regularly. Like a dance it will have a flow of objects that will seem to be like the beat of music. Definition of Movement: is the path the viewer's eye takes through the artwork, often to a focal area.

- Vincent Van Gogh was a Dutch artist who expressed rhythm through his repetition of short, rough brush strokes.
- Students will become decision makers in the creative process.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Preliminary 6 hands sketches using contour lines
- Worksheet with examples of 5 different types of rhythm
- Students final work of art: Visually interesting composition using repetition of hands and a colorful rhythmic background.

Objectives (Students will be able to…)	Essential Content/Skills	Suggested Assessments	Standards (NJSLS)	Pacing
Define a contour line and create an observational drawing of their hand using pencil. The drawing will use only contour lines.	Observational drawing skills and sighting techniques. Understanding of contour lines as the first step to creating realistic drawings.	Students will create observational sketches of their opposite hands.	1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. 1.1.8.D.2 The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.	1 lessons
Draw hands in different positions from observation at least 6 times.	Observational drawing skills and sighting techniques.	Sketches of hands in 6 different positions.	1.2.8.A.3 The arts reflect cultural mores and personal aesthetics throughout the ages.	2 lessons
Create a visually interesting composition using the repetition of their hand drawings.	Creation of a good composition includes use of positive and negative space, overlapping and leading the viewer's eye around the page.	Using trace/transfer students create a composition using at least 4 of their hand drawings	1.4.5.A.3 Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.	1 lesson
Use the elements to create a colorful background that displays visual rhythm. Understand the 5 types of visual rhythm - regular, progressive, alternating, flowing and random.	Repetition of line and pattern can create a sense of visual rhythm.	After practicing creating different rhythmic patterns, students complete their compositions by adding a colored pencil or sharpie background that creates a sense of rhythm.	1.4.12.B.2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	4 lessons
Review works by famous artists who use visual rhythm. Students will recognize the famous painting "Starry Night" by Vincent Van Gogh and analyze how he used repetition of lines to create a feeling of rhythm.	Visual Rhythm is used by many artists in many different ways to create a sense of movement in art.	Students will complete an exit ticket and write about the use of rhythm in Van Gogh's "Starry Night".	1.4.8.B.3 Universal elements of art and principles of design apply equally to artwork across cultures and historical eras. 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society. CRP6. Demonstrate creativity and innovation.	1 lesson

| | | | 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | |
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Unit 3 Overview

Unit Title: What else can I do with Line? Using Line to Create Value

This unit continues to explore what students can do with line. However, focus is now placed on using line to create contour lines as well as to create value. Students will be introduced to the techniques of hatching and cross hatching, which use lines to build up value. This is a precursor for using the new medium of scratchboard. Many mediums in art cannot be blended to create value and therefore we must use lines to create a sense of light and dark. Scratchboard is one such medium and students will be challenged to think in the "opposite" as every mark made on the board will be white on black paper. This is the opposite of drawing with pencil on white paper and some students will have a difficult time making this switch. Continued discussion of the use of value (lightness and darkness) will aid students in this process. Focus is on creating the illusion of depth through hatching and crosshatching. Review of artists who work in scratchboard, pen and ink, or woodcuts will help students visualize this new medium.

Suggested Pacing: Anticipated Time Frame 14 classes

Learning Targets

Unit Essential Questions:
- What is the definition of value?
- What are the techniques of hatching and cross hatching?
- How and why do artists use hatching and cross hatching?
- What is the medium of scratchboard and how do artists create value on it?
- How do some artists use hatching techniques to express mood or feeling in their work?

Unit Enduring Understandings:
- Use of hatching and cross hatching techniques can create value in drawings and thus create the sense of 3 dimensionality.
- Artists use hatching and cross hatching when they cannot "blend" their medium, or in combination with blending to create their own visual style.
- Students will learn that visual art is a process of creative problem solving using media and tools.
- Students will become decision makers in the creative process.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:
- Creation of value scales using lines
- Creation of contour line drawing of soda cans
- Creation of soda can drawing on scratchboard with lights and darks incorporated to create the illusion of 3 dimensionality.

Alternative Assessment:
- Creation of a "choice" scratchboard, using student's pick of reference photos. Drawing must show value through the use of hatching and/or cross hatching.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLS)	Pacing
Define value as "lightness and darkness" Introduce the techniques of hatching and cross hatching.	Learning to create value adds to a sense of 3 dimensionality in drawings. Creation of value scales increases artist's ability to decipher different values in a rendering.	Students will create value scales using line. Students will use the techniques of hatching and cross hatching as well as random lines to create light and dark values.	1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. 1.1.8.D.2 The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.	1 lessons
Draw contour line drawings of crushed soda cans from observation.	Review and practice contour line drawing skills.	Pencil drawing of three crushed soda cans by observation.	1.3.8.D.5 Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.	2 lessons
Add value to contour line soda can drawings on scratchboard. Show a horizon line and use repetition to create rhythm in the background.	Distinguishing between lights and darks to create value and form.	Trace/Transfer pencil drawing to scratchboard and begin to scratch in values. Add horizon line and rhythmic background	1.2.12.A.2 Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.	5 lessons
Choose a reference photo to use as a "choice" scratch project. Copy contour lines of reference photo to scratchboard and then scratch away values.	Distinguishing between lights and darks to create value and form. Use of hatching to create texture (if applicable in reference photo)	Trace/Transfer pencil drawing to scratchboard and begin to scratch in values.	1.4.12.B.2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	5 lessons
Look at scratch art from other artists as well as printmaking and pen and ink examples. Analyze how other artists use hatching and cross hatching. Some examples might include Mark Summers, contemporary illustrator, Albrecht Durer, German Renaissance woodcuts, and Kathe Kollwitz, German Expressionist.	Many artists use the techniques of hatching and cross hatching to give their drawings a feeling or mood or certain energy.	Students will review and analyze works by appropriate artists to see how they have used value to create a sense of form in their work.	1.4.8.B.3 Universal elements of art and principles of design apply equally to artwork across cultures and historical eras. 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society. CRP6. Demonstrate creativity and innovation.	1 lesson

			8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	

Unit 4 Overview

Unit Title: Drawing the Human Face/Self-Portraiture

Unit Summary:

This unit introduces the concept of self-portraiture to students. The focus is on how to draw the correct proportions of the human face, as well as how to shade the face so that it appears more three dimensional. Continuation of observational skills, as well as blending techniques should be emphasized. Students will also be introduced to the self-portraits of artist such as Vincent Van Gogh and Rembrandt.

Suggested Pacing: Anticipated time frame 11 classes

Learning Targets

Unit Essential Questions:

- How can an artist accurately render the human face with correct proportions?
- Where are the features placed on the human face?
- How can an artist use blending techniques to shade objects and make them look more three dimensional?
- How can the features of the face be shaded so they look more realistic?
- Why do artists create self-portraits?

Unit Enduring Understandings:

- Students will learn correct proportion of the facial features and shading techniques to make their drawings look more realistic.
- Students will understand that using line and value can enhance the illusion of three dimensionality in a drawing.
- Students will recognize the role of self-portraiture from Art History
- Students will recognize the self-portraits of Vincent Van Gogh and Rembrandt.

- Artists create self-portraits for many reasons, from realistic representation of their likeness to expression of ideas of identity and emotional expression.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Students will play a game in groups to draw the most accurate facial proportions.
- Students will create an observational drawing of their own face (initially in their sketchbooks) and add a full range of value to enhance shading.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLS)	Pacing
Draw the human facial features with correct proportions.	Learning the correct proportions when drawing the human face.	Using a worksheet, students will practice in their sketchbooks. In groups, students will play a game to correctly draw the human facial proportions.	1.3.8.D.1 The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement. 1.1.5.D.1 Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.	2 lesson
Use blending techniques to create a full range of values and illusion of three dimensionality.	Both Line and Value are necessary to creating realistic images. Blending techniques and the use of a tortillion can help with shading in drawing.	Create a value scale using blending techniques. Draw still life of three eggs (use white wooden eggs) and strong light source. Fully shade the eggs to look 3 dimensional.		2 lessons
Understand the role of self-portraiture in the context of art history. Students will recognize the work of Vincent Van Gogh and Rembrandt.	Vincent Van Gogh and Rembrandt produced many self-portraits throughout their careers. Self-portraits can reveal more than just a person's physical likeness.	Review and analyze the self-portraits of Vincent Van Gogh and Rembrandt.	1.3.8.D.3 The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology. 1.3.8.D.4 Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.	1 lesson
Use a mirror to create a fully rendered self-portrait using graphite and blending techniques.	Correct facial proportions and blending techniques can make a drawing of the face look more realistic.	Final, fully shaded self-portrait drawn from observation.	9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society. CRP6. Demonstrate creativity and innovation. 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.	6 lessons

| | | | NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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Unit 5 Overview

Unit Title: Creating Depth in Drawing/ Linear Perspective

Unit Summary:

The main goal of this unit is to enhance the student artist's ability to create a sense of depth in a drawing. While the previous units focused on creating depth using shading techniques, this unit will introduce the technique of linear perspective. Linear Perspective is a type of perspective used by artists in which the relative size, shape, and position of objects are determined by drawn or imagined lines converging at a point on the horizon. Linear Perspective began during the Renaissance and continues to be used today as a tool for artists to create the illusion of depth. Specifically, it is commonly used to create interior or exterior architectural spaces. Used by architects and interior designers to draw rooms and buildings, Linear Perspective is a common technique to drawing landscapes or architectural renderings. Students will be introduced to 1 point, 2 point and (time permitting) 3 point perspective. Students will have the option of either designing their own interior space or exterior of a building or of copying an existing room/building. Discussion of the work of American architect Frank Lloyd Wright will enhance the lesson and showcase one possible career option in the arts.

Suggested Pacing: Anticipated time frame 12 classes

Learning Targets

Unit Essential Questions:

● How can artists create a sense of depth in their work?
● What is Linear Perspective and why was it developed during the Renaissance?
● What kinds of artists use Linear Perspective?
● How can Linear Perspective be used to create depth in drawings?
● Who was Frank Lloyd Wright and what were his contributions to the field of architecture?
● What are some of Frank Lloyd Wright's famous buildings?
● What is critique and how do we critique works of art?

Unit Enduring Understandings:

- Creating depth in drawings can be done through overlap, color saturation, size, placement on the page and using techniques such as Linear Perspective.
- Filippo Brunelleschi is credited with inventing one-point linear perspective which revolutionized painting and paved the way for naturalistic styles to develop as the Renaissance digressed from the stylized figures of medieval art.
- There are different types of Linear Perspective - 1 point, 2 point and 3 point.
- Artists use a horizon line and a vanishing point to create Linear Perspective.
- Linear Perspective is a technique used to render architectural buildings and interiors.
- Frank Lloyd Wright is known as the most renowned American architect and designed many famous buildings such as Fallingwater and The Guggenheim Art Museum.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Students will create a small composition using a vanishing point and several circles. Employing things like overlap and size, the circles will look as if some are coming forward and some are receding in space.
- Students will design and draw either an interior space or the exterior of a building or multiple buildings.

Alternative Assessment:
- Students will write a critique of one of the buildings of American architect Frank Lloyd Wright.

Objectives (Students will be able to…)	Essential Content/Skills	Suggested Assessments	Standards (NJSLS)	Pacing
Demonstrate an understanding of the ways in which an artist can create depth in a work of art.	Overlap, size, placement on paper, details, color and value are all ways to create an illusion of space in a work of art.	Creation of a small colored pencil composition using circles and one vanishing point. The circles will be made to look as if they are receding in space. .	1.3.12.D.1 How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. 1.3.8.D.3 The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.	1 lesson
Understand the technique of Linear Perspective and the history of how it was invented during the Renaissance.	Linear Perspective is a type of perspective used by artists in which the relative size, shape, and position of objects are determined by drawn or imagined lines converging at a point on the horizon. The technique was invented by Filippo Brunelleschi. Brunelleschi observed that with a fixed single point of view, parallel lines appear to converge at a single point	In groups, analyze several Renaissance paintings and identify the vanishing point. Subsequently, creation of 5 "boxes" in 1 point Linear Perspective.	1.4.8.B.1 Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form. 1.4.8.B.2 Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.	2 lessons

			1.4.8.A.7 Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.	
	in the distance. Brunelleschi applied a single vanishing point to a canvas, and discovered a method for calculating depth.			
Design and Illustrate an Interior Room or an Architectural Exterior using 1 point or 2point perspective.	Drawing with Linear Perspective requires a horizon line, vanishing point and convergence lines (orthogonals).	A final drawing on 12" x 18" or larger paper using 1 point of 2 point perspective. Interior spaces filled with furniture and details while buildings will be rendered with architectural details.	9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society. CRP6. Demonstrate creativity and innovation. 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.	8 lessons
Identify and recognize the works of Frank Lloyd Wright. Define critique and discuss how an artwork is analyzed using critique.	Frank Lloyd Wright is recognized as one of the greatest American architect. A critique is an organized way to critically analyze a work of art.	Students will view works by Frank Lloyd Wright and will complete a written critique about one of his designs. In small groups, students will analyze student artwork by practicing a critique.	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1 lesson

Unit 6 Overview
Unit Title: Introduction to Color Theory and the Pop Art Movement
Unit Summary: This unit will introduce the student artist to basic color theory. Students will review the color wheel and learn color schemes such as Analogous, Monochromatic, and Complementary. An introduction to Andy Warhol and the Pop Art Movement will allow students to analyze works in color. Andy Warhol, a key figure in the Pop Art movement, "mass-produced" silk-screened portraits of celebrities such as Marilyn Monroe and Elvis Presley. Transferring an image of a celebrity onto paper, students can experiment with color combinations in portraits, just as Warhol did.
Suggested Pacing: Anticipated time frame 8 classes

Learning Targets
Unit Essential Questions: ● What is the purpose of the color wheel? ● What is an analogous color scheme? Complementary? Monochromatic? ● How do artists use color to express certain ideas or emotions? ● Who was Andy Warhol and what was his contribution to Modern Art? ● What are the characteristics of the Pop Art movement in Art History?

Unit Enduring Understandings:

- Color plays a vital role in art making and expression.
- The color wheel is an important and widely used instrument for artists and designers. A color wheel is a circular arrangement of hues, close to the order of how colors are represented in the light color spectrum.
- Color schemes can aid artists in creating visually pleasing artwork.
- Andy Warhol was a key leader in the Pop Art movement.
- Pop art marked an important new stage in the breakdown between high and low art forms. Warhol's paintings from the early 1960s were important in pioneering these developments, but it is arguable that the diverse activities of his later years were just as influential in expanding the implications of Pop Art into other spheres, and further eroding the borders between the worlds of high art and popular culture.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Students will complete a color scheme chart displaying knowledge of four different color schemes.
- Students will create one (or several, if time permits) graphic translations of a portrait using one of the assigned color schemes.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLS)	Pacing
Demonstrate knowledge of the color wheel and different types of color schemes such as primary, analogous, monochromatic and complementary.	Content: The color wheel is the foundation for advanced color theory and work with colored mediums. Skills: Identify the primary, secondary and tertiary colors as well as four color schemes.	Students will complete a color scheme chart depicting the four color schemes - primary, analogous, monochromatic and complementary.	1.1.5.D.1 Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. 1.4.12.A.3 Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1 lesson
Create a trace/transfer graphic translation of a portrait (from a reference photograph). Complete using one chosen color schemes.	Flattening an object can make it have a more abstract feel. Breakdown of the face into basic shapes. Creation of a portrait using the color scheme.	Create a portrait of someone in the style of Pop Art characteristics. Using colored pencils, build up a color scheme.	1.4.5.B.5. Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).	6 lessons
Identify and define Pop Art. Recognize works from this genre and more specifically of Andy Warhol. Recognize	Andy Warhol was an American artist, director and producer who was a leading figure in the visual art movement known as pop art.	View and discuss works by Andy Warhol and other Pop Art artists.	1.3.12.D.4 Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.	1 lesson

Warhol's impact on modern art.			1.3.8.D.4 Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem. 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	