

Name of Unit - Drawing (Black & White)

Time Allotted - Seven Weeks

Grade Level - Art I

Biblical Worldview Essential Questions

What value does God place on art?

How can artistic talents be aligned with God's original purpose for art?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> ➤ develop more accurate observational skills. ➤ use value more realistically in order to depict 3D form and depth. ➤ plan ahead by use of a sketchbook. ➤ develop eye-hand coordination by way of contour drawing. ➤ depict the human face using correct facial proportions. ➤ develop better use of art materials. ➤ use better compositional techniques for a more pleasing work of art. ➤ discuss that drawing skills originate from God. ➤ ➤ 	<p><u>Drawing demonstrations</u> by art instructor - contour line still life from observation, form drawing using shading, form drawing of human face using measuring techniques.</p> <p><u>Discussion</u> of compositional and drawing techniques and solutions to problems</p> <p><u>One -on-one guidance</u> as needed as instructor observes each student</p> <p><u>Discussion</u> about drawing skill - where it comes from, how to use and develop it, the artists' responsibility using & developing this gift from God</p>	<p>Examples of drawings from both student and adult levels.</p> <p>Drawing materials: 2H,HB,5B, Ebony drawing pencils</p> <p>graphite sticks</p> <p>kneadable & slim pencil erasers</p> <p>geometric still life objects</p> <p>“faces” file - folder of photos</p> <p>movable spotlights</p> <p>charcoal - vine, pencils, sticks</p> <p>drawing paper - various sizes & scrap paper</p> <p>Books: <u>Drawing on the Right Side of the Brain</u></p> <p><u>Keys to Drawing</u></p>	<p>Teacher-made rubrics for contour drawings, still-life drawings and facial drawings.</p> <p>Class critiques of strengths & weaknesses of student artwork.</p> <p>Completion of sketchbook assignments.</p>

Name of Unit - Black & White Ink Painting (Intro)

Time Allotted - 5 to 8 days

Grade Level - Art I

Biblical Worldview Essential Questions

How do you think God feels about the subject matter chosen for art?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> ➤ search for and choose appropriate subject matter for ink painting. ➤ complete at least three sketches showing various compositions. ➤ complete a B&W ink painting with at least five values. ➤ strengthen their painting and brush skills. 	<p><u>Discussion</u> about subject matter appropriate for ink and brushwork</p> <p><u>Teacher Demonstration:</u> finding subject matter</p> <p>sketching</p> <p>mixing various values of ink</p> <p>painting</p> <p><u>Display</u> ink/brushwork examples of artwork</p> <p><u>Guided practice session</u></p> <p><u>Individual help</u> as needed</p>	<p>India ink</p> <p>all purpose brushes - small, medium, large</p> <p>black felt tip pens</p> <p>small pans to hold water and ink mixtures</p> <p>still-life objects</p> <p>picture files</p> <p>National Geographic magazines</p> <p>watercolor paper</p> <p>masking tape</p> <p>drawing boards</p> <p>books depicting Oriental brushwork</p>	<p>Completion of rough sketches</p> <p>Teacher-made rubric</p> <p>In-class critique of strengths and weaknesses</p>

Name of Unit - Elements & Principles of Design

Time Allotted - Two Weeks

Grade Level - Art I

Biblical Worldview Essential Questions

Who is the ultimate designer and creator for elements and principles of design?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none">➤ list and define the elements & principles of design.➤ depict graphically the principles of design.	<p><u>Lecture/Discussion</u> overview of design composition and definition of terms</p> <p><u>Small-group activity</u></p>	<p>poster-size charts: elements of design principles of design</p> <p>pencils/crayons/ markers/erasers</p> <p>the daVinci Papers handouts</p> <p>examples of artwork depicting these design elements & principles</p> <p>vocabulary handout</p>	<p>Teacher-made test</p>

Name of Unit - Beginning Color Theory

Time Allotted - Three to Four Weeks

Grade Level - Art I

Biblical Worldview Essential Questions

**What evidence does God provide that color is important to Him?
Are we created by God to enjoy the beauty of His creation?**

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> ➤ develop an ability to mix colors more precisely. ➤ name the primary, secondary, tertiary colors. ➤ define tint, shade, tone. ➤ define opposite colors. ➤ construct a correct color wheel showing primaries, secondaries, tertiaries, tints, shades on the wheel itself and a chart showing tones and mixtures of opposites. ➤ create three paintings -one using shades OR tints, one using only tones, one using opposites. ➤ discuss how color affects mood or atmosphere. ➤ 	<p><u>Lecture</u> on color wheel - primary, secondary, tertiary colors; tints & shades; tones; opposites</p> <p><u>Demonstration</u> with paints - how secondary colors are made from primaries, tertiaries made from primaries & secondaries, etc.</p> <p>mixing tints, shades, tones</p> <p>mixing opposites together</p> <p><u>Teacher-lead discussion</u> dealing with color symbolism and color affect</p>	<p>tempera paints</p> <p>brushes</p> <p>paint pans</p> <p>paper / pencils</p> <p>Color Vocabulary List</p> <p>picture files</p> <p>completed color wheel for demonstration</p> <p>paint samples from hardware store</p> <p>“Leonardo Papers”</p> <p>examples of art work using various color schemes: tints, shades, opposites, etc.</p>	<p>Vocabulary Quiz</p> <p>Completion of Color Wheel</p> <p>Teacher-made rubrics for three color paintings</p>

Name of Unit - Colored Pencil

Time Allotted -Two Weeks

Grade Level - Art I

Biblical Worldview Essential Questions

Did God provide artistic talents for us to glorify Him?

When it comes to subject matter to draw, what difference does a Christian worldview make?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none">➤ draw still life objects from reality for the purpose of creating an artwork using colored pencils.➤ apply color knowledge in order to depict realistic colors including highlights and shadows. (color values)➤ demonstrate skillful control in using colored pencils such as using the side, using the tip, rolling the tip, etc.	<p><u>Demonstration</u> by instructor - using colored pencils skillfully to obtain realistic color including highlights and shadows.</p>	<p>colored pencils</p> <p>drawing pencils - 2H and erasers</p> <p>hand-held pencil sharpeners</p> <p>drawing paper</p> <p>scrap paper</p> <p>still life objects</p> <p>student-made color wheels</p> <p>Technique Books:</p>	<p>Teacher-made rubric</p> <p>Class critique - strengths and weaknesses of student work</p>

Name of Unit - Pastels

Time Allotted - Two Weeks

Grade Level - Art I

Biblical Worldview Essential Questions

Is there more to art than meets the eye?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none">➤ choose appropriate subject matter for a pastel art work.➤ create a light sketch to use for a pastel work.➤ apply color knowledge in order to depict realistic colors.➤ demonstrate skillful use of oil pastels and tools in order to show form and texture.	<p><u>Demonstration and discussion</u> by instructor - using oil pastels and tools skillfully to obtain realistic color AND textures</p> <p><u>Displaying</u> pastel art works</p> <p><u>Teacher-lead discussion</u> dealing with likes, dislikes of art works and skill, methods used by artists</p>	<p>drawing pencils - 2H and erasers</p> <p>oil pastels</p> <p>tools to manipulate pastels: thin bamboo skewers, paper blenders, tissues</p> <p>felt scraps</p> <p>picture file/sketches</p> <p>examples of pastel art works</p> <p>if possible: pastel art shows</p> <p>Technique Books:</p>	<p>Teacher-made rubric</p> <p>Class Critique on strengths and weaknesses of student work.</p>

Name of Unit - Art History: The Renaissance - 1300-1600

Time Allotted - Eight Days

Grade Level - Art I

Biblical Worldview Essential Questions

**How is it apparent that God has called some people to be artists?
Did God give some people talents to glorify Him through their artwork?**

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none">➤ demonstrate an understanding of the inventions, artists and influences of the Renaissance.➤ show evidence of a beginning working knowledge of perspective.	<p><u>Lecture</u> - overview of Renaissance</p> <p><u>Discussion</u> - emphasis on famous. Ren. artists: da Vinci Michelangelo Durer</p>	<p>Video - "Masters of Illusion."</p> <p>examples of Renaissance art from books, prints, posters, etc.</p> <p>Virginia Museum of Fine Art</p> <p>Art History Books:</p>	<p>Teacher-made test</p> <p>Perspective quiz</p>

Name of Unit - Beginning Perspective

Time Allotted - Two Weeks

Grade Level - Art I

Biblical Worldview Essential Questions

How do you think God looks at art in regards to perspective?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none">➤ distinguish between one- and two-point perspective➤ illustrate the steps necessary to achieve one- and two-point perspective.➤ use one- and two-point perspective techniques to create accurate architectural drawings.➤ use tools skillfully in order to attain sharp, accurate drawings.	<p><u>Video with Discussion</u> at various intervals</p> <p><u>Demonstration</u> by instructor</p>	<p>video - "Learning to Draw Using Perspective"</p> <p>rulers</p> <p>pencils, erasers</p> <p>right triangles</p> <p>18' x 24' drawing paper</p> <p>black Sharpie pens</p> <p>pictures, photos of various buildings</p> <p>sketchbooks</p> <p>examples of architectural artworks</p> <p>books:</p>	<p>Teacher-made rubric</p> <p>Teacher Observation</p> <p>Observation Checklist</p>

Name of Unit - B&W Printmaking - Foam Plate

Time Allotted - Two to Two 1/2 Weeks

Grade Level - Art I

Biblical Worldview Essential Questions

How does the design of art reveal the designer?

What positive character qualities can be developed through art practices?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> ➤ gather an appropriate, textural idea. ➤ apply suitable design principles when composing the sketch and imprinting the plate. ➤ demonstrate proper inking and printing methods. ➤ print at least seven copies in order to attain a deep black printing. ➤ keep work areas clean in order to keep prints sharp. ➤ sign, title and number their prints according to printmaking standards. 	<p><u>Demonstration</u> by instructor -simple sketch on the plate, creating texture using tools and correct pressure, printing the plate, proper drying and clean-up methods. Also will need to show proper way of signing , titling & numbering prints.</p> <p><u>Examination</u> of artworks, clothing and home furnishings using the printing process.</p> <p><u>Discussion</u> on choosing appropriate subject matter - textural</p> <p><u>Student Interaction</u>-giving students the chance to NOT COPY but gain ideas from each other</p>	<p>9"x12" foam plates</p> <p>different tools to create textures - ceramic tools forks, sticks, etc.</p> <p>picture files, National Geog.'s</p> <p>sketchbooks/pencils</p> <p>tracing paper</p> <p>brayers / ink plates</p> <p>printing paper</p> <p>black printing ink</p> <p>printing press if available - if not use back of spoons - plastic or wooden</p> <p>student examples from previous years</p> <p>Technique Books:</p>	<p>Teacher observation - check student skills and considerate work habits.</p> <p>Teacher-made rubric</p>

Name of Unit - B&W Printmaking - Linoleum Plate

Time Allotted - Three Weeks

Grade Level - Art I

Biblical Worldview Essential Questions

Does God have a standard of quality in judging if art is good?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> ➤ compose an interesting sketch for linoleum showing skillful use of the elements and principles of design. ➤ employ safe, proper and considerate cutting, printing and inking methods. ➤ print the plate until they achieve a deep black printing. ➤ keep work areas clean in order to keep prints sharp. ➤ properly sign, title and number their work. ➤ orally use suitable design terminology when critiquing class prints. ➤ judge artworks according to Metro Art Show standards. 	<p><u>Demonstration</u> by instructor to show:</p> <p>proper handling of tools</p> <p>developing interesting ideas</p> <p>preparing the plate & safety methods</p> <p>problems printing the lino plate</p> <p><u>Guided practice</u> using scrap pieces of linoleum</p> <p><u>Critique</u> of lino prints from various sources</p> <p><u>Discussion</u> and <u>defense</u> of those pieces that are liked above others citing the principles and elements of design.</p>	<p>usual idea files</p> <p>sketchbooks/pencils</p> <p>tracing paper / chalk</p> <p>linoleum scraps & 5"x7" lino plates</p> <p>lino cutting tools</p> <p>black printing ink</p> <p>printing paper</p> <p>brayers / inking plates</p> <p>printing press if available - if not, plastic or wooden spoons</p> <p>student & adult examples of B&W lino prints</p> <p>Japanese block prints</p> <p>Technique Books:</p>	<p>Class Critique</p> <p>"You be the judge" - class art show with judging sheets & ribbons.</p> <p>Teacher/Student progress discussions using their portfolio</p> <p>Teacher rubric, if necessary</p>

Name of Unit - Color Linoleum Printmaking

Time Allotted - Four Weeks

Grade Level - Art I

Biblical Worldview Essential Questions

How can art be aligned with God's purposes for it?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> ➤ utilize one linoleum block to produce a four color print. ➤ in writing, list the steps in the proper order necessary to achieve a multi-color print. ➤ list the colors they will use from lightest to darkest and keep this list always available as a guide. ➤ print 12 prints in order to attain at least one registered, sharp print. ➤ use color wheel concepts when preparing inks. ➤ create a <i>simple</i> but interesting color sketch showing a working knowledge of design principles. 	<p><u>Question and Answer Session</u> : How in the world can you make a multi-color print from one block?</p> <p><u>Demonstration</u> by instructor showing planning, plate prep, safety measures and the difficulties of printing registration. (This needs to be done over several days - one small step at a time for students to grasp this process.)</p> <p><u>Individual help</u> as needed.</p> <p><u>Teacher-led Discussion</u> about difficulties of this process and what to do when inevitable mistakes happen.</p>	<p>teacher and student prints from previous years</p> <p>usual idea files</p> <p>printed color posters</p> <p>books dealing with color posters and prints</p> <p>lino blocks, cutting tools, brayers, ink trays, spoons</p> <p>colored printing inks and black ink</p> <p>mixing cups and lids markers and tape</p> <p>newsprint to cover tables</p> <p>sketchbooks/pencils charcoal pencils to transfer sketch to plate</p>	<p>Teacher-made rubric</p>

Name of Unit - Art History - 1600-1700 (Baroque & Dutch Art)

Time Allotted - Five Days

Grade Level - Art I

Biblical Worldview Essential Questions

How does God's view of art differ from man's view?

How do different worldviews impact art?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none">➤ organize information about artists during the 1600's into a timeline.➤ compare and contrast the art works of Catholic and Protestant artists.➤ compare and contrast the influences upon Catholic and Protestant artists.	<p><u>Lecture</u> dealing with artists and influences upon them</p> <p><u>Discussion</u> about the Catholic and Protestant influences on the art world</p>	<p>examples of paintings of this time period</p> <p>paper / rulers / markers / pencils</p> <p>Venn diagram graphic organizer</p>	<p>Timeline test</p> <p>“Name that Artist” quiz</p> <p>Teacher-made rubric for Venn diagram compare and contrast chart</p>

Name of Unit - Painting (Acrylic or Watercolor)

Time Allotted - Three Weeks

Grade Level - Art II

Biblical Worldview Essential Questions

How is an artist's desire to paint a picture similar to God's creation of the earth?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> ➤ choose subject matter of personal interest. ➤ create a sketch on canvas or watercolor paper using compositional principles to achieve visual interest. ➤ find appropriate resources (how-to books) in order to better their painting skills for chosen subject matter. ➤ plan, organize and produce an acrylic painting or watercolor. ➤ employ proper color theory when mixing paints and creating highlights & shadows while painting. 	<p><u>Discussion</u> about the differences between acrylic, oil and watercolor paintings</p> <p><u>Review</u> dealing with the problems associated with using acrylics & watercolor</p> <p><u>Demonstration</u> by instructor</p> <p><u>Review</u> of color theory principles</p>	<p>usual picture files</p> <p>spotlights</p> <p>still life objects</p> <p>drapery</p> <p>sketchbooks/pencils</p> <p>drawing paper</p> <p>canvas sheets</p> <p>boards/tape</p> <p>watercolors/brushes</p> <p>acrylic paints</p> <p>acrylic brushes</p> <p>water containers</p> <p>mixing palettes</p> <p>paint containers</p> <p>music - CD's, tapes</p> <p>examples of acrylic and watercolor paintings</p> <p>library</p> <p>Technique books:</p>	<p>Class critique - emphasis on strengths and weaknesses</p> <p>“Whaddya Know” pop quiz on color theory</p> <p>Observation Checklists</p> <p>Student discussion of technique information found in resources</p>