

Name of Unit - Drawing (Dramatic Black & White)

Time Allotted - Seven Weeks

**Grade Level - Art II
VAO II.1, VAO II.2**

Biblical Worldview Essential Questions

What value does God place on artwork that glorifies Him?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> ➤ continue developing more accurate observational skills. ➤ use value dramatically in order to depict 3D form and depth with more expression. ➤ plan ahead using a sketchbook. ➤ depict the human face from real life using sharp contrast for more intensity of emotion. ➤ continue developing skillful use of art materials. ➤ use skillful compositional techniques for a more vivid work of art. ➤ discuss how God holds artists accountable for their work. ➤ wisely choose media & subject matter in order to produce quality, expressive work to the glory of God. ➤ ➤ 	<p><u>Drawing demonstrations</u> as needed by art instructor</p> <p><u>Review of</u> 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 and Review</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 rubric</p> <p>Class critiques of strengths & weaknesses of student artwork.</p> <p>Completion of sketchbook assignments.</p> <p>Performance Appraisals</p> <p>Teacher Observation Checklist</p>

Name of Unit - Elements & Principles of Design

Time Allotted - One Week

Grade Level - Art II

VAO II.4

Biblical Worldview Essential Questions

How is God 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">➤ review and list the elements & principles of design.➤ create original excellent and poor examples of each design principle including: contrast, pattern, unity, variation, balance, emphasis & viewpoint.➤	<p><u>Lecture/Discussion</u> review of design composition and definition of terms</p> <p><u>Viewing of</u> excellent and poor design qualities in art works</p>	<p>poster-size charts: elements of design principles of design</p> <p>pencils/crayons/ markers/erasers</p> <p>examples of artwork depicting these design elements & principles - in books, former students' work</p> <p>vocabulary handout</p> <p>sketchbooks</p>	<p>Teacher-made rubric</p> <p>Performance Appraisals</p>

Name of Unit - Art History (1700's - European/American) Rococo & Neoclassicism

Time Allotted - One to One & a Half Weeks

Grade Level - Art II

VAO II.8

Biblical Worldview Essential Questions

How do different worldviews impact art?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none">➤ compare & contrast two artists and their work, one rococo - one neoclassic.➤ analyze the reasons behind the great shift in the art world from rococo to neoclassicism.	<p><u>Lecture</u> and <u>Discussion</u></p> <p><u>Explanation</u> of compare & contrast poster assignment</p> <p><u>Viewing</u> and <u>Discussion</u> of various artists' work of the time period: Boucher, Watteau, Hogarth, Sir Joshua Reynolds, Chardin, David, Ingres, Benjamin West</p>	<p>examples of artists' work of this time period from posters and books: <u>History of Art for Young People</u> by Jenson</p>	<p>Teacher-made test</p> <p>Participation in class discussions</p> <p>Teacher-made Poster Rubric</p>

Name of Unit - Art History (1800's - American - Hudson River School)

Time Allotted - One to One & a Half Weeks

Grade Level - Art II

VAO II.8, VAO II.9, VAO II.10

Biblical Worldview Essential Questions

Why do you think art is important to God?

Does the world that a person is surrounded by impact their view of society?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> ➤ construct a timeline listing inventions, discoveries, historical events and literature that influenced artists in 1800's America. ➤ analyze the reasons why art work moved away from neoclassicism to romanticism. ➤ identify artists and titles to slides shown in class. ➤ explain and critique the Biblical foundation for the work of the Hudson River School artists. 	<p><u>Lecture</u> and <u>Discussion</u></p> <p><u>Viewing</u> and <u>Discussion</u> of various artists' work of the time period: Bingham, Hicks, Homer, Cassat, Hudson River School artists</p>	<p>examples of artists' work of this time period from posters and books: <u>History of Art for Young People</u> by Jenson</p> <p><u>Painters of Faith</u> by Gene Veith</p> <p>public library</p> <p>videos: Winslow Homer, George Caleb Bingham</p> <p>slides from "American Art"</p> <p>timeline showing inventions, discoveries, literature and art works</p>	<p>Teacher-made test</p> <p>Participation in class discussions</p> <p>Slide Quiz</p> <p>Teacher-made Rubric for timeline</p>

Name of Unit - Christian Aesthetics

Time Allotted - One Week

Grade Level - Art II

VAO II.9, VAO II.10

Biblical Worldview Essential Questions

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

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none">➤ listen to and take notes on “Toward a Christian Aesthetic” by Hodges➤ formulate questions on the validity of the Hodges tapes for further discussion.➤ analyze and judge the Biblical foundation for these tapes.	<p><u>Playing</u> of audio tape series on aesthetics</p> <p><u>Discussion</u> of Christian aesthetics and reaction to tapes</p> <p><u>Q & A Session</u></p>	<p>audio tapes by John Hodges - “Toward a Christian Aesthetic” and companion note-taking handouts</p> <p>Bibles</p>	<p>Completion of handouts</p> <p>Participation during class discussions</p> <p>Teacher-made test</p>

Name of Unit - Abstraction/Fragmentation/Distortion

Time Allotted - Three Weeks

Grade Level - Art II

VAO II.1, VAO II.3, VAO II.4

Biblical Worldview Essential Questions

How do you think God feels about abstract art?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none">➤ gather ideas and prepare sketches for an original 2D piece of abstract art work.➤ choose appropriate media that is well-suited to their subject matter.➤ state in writing the intent of their endeavors and purpose of the art work.	<p><u>Discussion</u> dealing with purposes of abstract art (whether or not right for Christian)</p> <p><u>Visual Overview</u> of abstract ideas with discussion and Q&A</p> <p><u>Demonstration</u> by instructor as needed</p> <p><u>Discussion</u> dealing with how abstraction is accomplished</p>	<p>sketchbooks</p> <p>picture files</p> <p>all available DBCS art materials</p> <p>posters, pictures, examples of abstract works of art</p> <p>books:</p>	<p>Teacher-made rubric</p> <p>Student Appraisals</p> <p>Class Critique</p> <p>Teacher Observation</p>

Name of Unit - Art Criticism / Christian Aesthetics

Time Allotted - One Week

Grade Level - Art II

Biblical Worldview Essential Questions

How can art be in harmony with Biblical principles?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> ➤ employ proper art language to orally describe one part of Thomas Cole’s “Voyage of Life.” ➤ write a four paragraph art criticism paper which includes description, analysis, interpretation and evaluation. ➤ use Biblical aesthetic principles in evaluating art works. 	<p><u>Review and Discussion</u> dealing with writing about art</p> <p><u>Student-teacher dialogue</u> - reaction to articles about modern art</p> <p><u>Guided Practice</u></p> <p><u>Small Group activities</u></p> <p><u>Lecture and Discussion</u> - Biblical view of truth and beauty_</p>	<p>copies of the painting “Voyage of Life” by Thomas Cole</p> <p>art criticism guides - handouts</p> <p>collection of newspaper art critiques</p> <p>books:</p> <ul style="list-style-type: none"> ➤ Art & the Bible by Schaeffer ➤ State of the Arts by G. Veith ➤ Valuing the Arts by Colson ➤ Key Word study Bible ➤ 	<p>Art Criticism Rubric</p> <p>Participation in class discussions</p>

Name of Unit - Art Criticism

Time Allotted - One Week

Grade Level - Art II

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"> ➤ employ proper art language to orally describe ➤ write a four paragraph art criticism paper which includes description, analysis, interpretation and evaluation. ➤ use Biblical aesthetic principles in evaluating art works. 	<p><u>Lecture and Discussion</u> dealing with writing about art</p> <p><u>Student-teacher dialogue</u> - reaction to articles about modern art</p> <p><u>Guided Practice</u></p> <p><u>Small Group activities</u></p> <p><u>Lecture and Discussion</u> - Biblical view of truth and beauty_</p>	<p>copies of the painting</p> <p>art criticism guides - handouts</p> <p>collection of newspaper art critiques</p> <p>examples of art criticism papers by former students</p> <p>books:</p> <ul style="list-style-type: none"> ➤ Art & the Bible by Schaeffer ➤ State of the Arts by G. Veith ➤ Valuing the Arts by Colson ➤ Key Word study Bible ➤ 	<p>Art Criticism Rubric</p> <p>Christian aesthetics quiz</p> <p>Participation in class discussions</p>

Name of Unit - B&W Printmaking - Linoleum Plate

Time Allotted - Two Weeks

Grade Level - Art II

VAO II.1, VAO II.2, VAO II.3, VAO II.4, VAO II.5

Biblical Worldview Essential Questions

Is there more to art than meets the eye when lengthy process is necessary?

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 Theory

Time Allotted - Six Weeks

Grade Level - Art II

VAO II.4, VAO II.5

Biblical Worldview Essential Questions

How does being made in God’s image allow color to impact our emotions?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> ➤ develop an ability to mix colors more precisely. ➤ 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. ➤ discuss how color affects mood or atmosphere. ➤ create three pieces of art work showing creative choices for subject ideas and mood coupled with a wise choice of media. ➤ 	<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. mixing tints, shades, tones and 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>acrylic paint</p> <p>pastels</p> <p>colored pencils</p> <p>various papers</p> <p>canvas paper</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>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</p>

Name of Unit - Color Linoleum Printmaking

Time Allotted - Four Weeks

Grade Level - Art II

VAO II.1, VAO II.2, VAO II.3, VAO II.4, VAO II.5

Biblical Worldview Essential Questions

**How does the design of art reveal the Designer?
What does our ability to create tell us about God?**

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> ➤ utilize one linoleum block to produce a five color print. ➤ create this original print to be expressive and/or experimental. ➤ in writing, list the steps in the proper order necessary to achieve a multi-color print. ➤ plan a sketch and 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. 	<p><u>Question and Answer Session</u> : Do you remember how 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.</p> <p><u>Individual help</u> as needed.</p> <p><u>Teacher-led Review</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>foam plates & texturing tools</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> <p>Class Critiques</p> <p>Observation Checklists</p>

Name of Unit - Perspective

Time Allotted - Two Weeks

Grade Level - Art II

VAO II.2

Biblical Worldview Essential Questions

What has God said in His word that relates directly or indirectly to creation and perspective?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none">➤ distinguish between one, two and three-point perspective➤ illustrate the steps necessary to achieve one, two and three-point perspective.➤ use one- and two-point perspective techniques to create accurate architectural drawings.➤ use three-point perspective to create a dramatic cityscape.➤ 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><u>Field Trip</u> for on-site city drawing</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>on-site drawing</p> <p>books:</p>	<p>Teacher-made rubric</p> <p>Teacher Observation</p> <p>Observation Checklist</p>

Name of Unit - Social Protest

Time Allotted - Three Weeks

Grade Level - Art II

VAO II.1, VAO II.2, VAO II.3, VAO II.5, VAO II.7

Biblical Worldview Essential Questions

How are moral aspects shown in art?

Can art be used for communication in positive and negative ways?

Objectives	Methods	Materials & Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none">➤ compose an original work of art which engages viewers in an issue of social protest. (ex.-abortion, idolatry greed, etc.)➤ plan and prepare for the creation of this piece with gathering of information, sketches and class discussion.➤ prepare a display of students' social protest work and record viewers reactions.➤ create and present information about two well-known pieces of social protest art including viewers' reactions during that particular time period.	<p><u>Overview and Discussion</u> of examples of social protest art.</p> <p><u>Group Planning Session</u> - display of social protest work</p> <p><u>Individual help</u> by instructor as needed</p>	<p>Bibles</p> <p>sketchbooks</p> <p>picture files</p> <p>all available DBCS art materials</p> <p>art work in this genre: "Guernica" - Picasso "Death of Marat" - David "The Third of May"- Goya (for example)</p>	<p>Participation in discussions & planning sessions</p> <p>Teacher-made rubrics for sketchbook work, art work, presentation and group display</p> <p>Teacher Observation Checklist</p>