

<b>DEPARTMENT: ART</b>	<b>COURSE TITLE: FOUNDATIONS OF ART A</b> <b>COURSE NUMBER: 606</b>
<b>GRADE(S): 9-12</b>	<b>PRE-REQUISITES (IF ANY): NONE</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
Flower Drawings	2 weeks	<ul style="list-style-type: none"> <li>• Large, colored pencil drawing of an isolated portion of a flower</li> <li>• Concept of abstraction</li> <li>• Observation and drawing skills</li> <li>• Review of color theory</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Use observation skills to make an accurate contour drawing of their chosen composition.</li> <li>• Mix and blend colored pencils.</li> <li>• Create form with shading techniques and awareness of the light source.</li> </ul>	<ul style="list-style-type: none"> <li>• Does the chosen abstraction create a dynamic composition?</li> <li>• Have the colors been selected thoughtfully, for harmony, intensity, mood, etc.?</li> <li>• Have the colored pencils been blended well and mixed to create new colors and 3D effects?</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Strand LS 2</li> <li>• Thinking and Responding Strand LS 3,4</li> </ul>
Portraits	2 weeks	<ul style="list-style-type: none"> <li>• Continuous line and blind contour drawings of other students</li> <li>• Critical nature of observation to the artist</li> <li>• Use of various lines to make patterns, textures, values and modeling</li> <li>• Positive and negative space</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop observation skills.</li> <li>• Make textures, patterns and tonal variations using a variety of pens and markers.</li> <li>• Demonstrate an understanding of how positive and negative space affects the overall balance and emphasis in the composition.</li> <li>• Use the quality of lines in effective ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Does the portrait resemble the model?</li> <li>• Have a variety of lines been used to create textures, patterns and values?</li> <li>• Did the student execute the composition with thought and care?</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Strand LS 1,2</li> <li>• Thinking and Responding Strand LS 3,4</li> <li>• Connecting and Contributing Strand LS 6</li> </ul>
Relief Printing	3 weeks	<ul style="list-style-type: none"> <li>• Brief history of block printing</li> <li>• Using line to incorporate patterns, textures, and values into block print designs</li> <li>• Use of positive and negative space and balance in the design process</li> <li>• The process of designing, cutting, and printing linoleum blocks</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Transfer their design onto the linoleum, cut the linoleum safely with special tools, ink and print their block on rice paper.</li> <li>• Sign, number and present their work matted.</li> <li>• Plan, cut and prepare a mat for hanging.</li> </ul>	<ul style="list-style-type: none"> <li>• Is the selected print presented in matted form, ready to hang?</li> <li>• Did the student strive for quality in the printing process?</li> <li>• Does the print incorporate effective patterns, textures, and values in the composition?</li> <li>• Was the mat cut precisely and presented clearly?</li> </ul>	<ul style="list-style-type: none"> <li>• Creating Strand LS 1,2</li> <li>• Thinking and Responding Strand LS 3,4</li> <li>• Connecting and Contributing Strand LS 5,6</li> </ul>

Watercolor Painting	2 weeks	<ul style="list-style-type: none"> <li>• Application of various watercolor techniques to a monochromatic painting</li> <li>• Study of watercolor paintings by different artists</li> <li>• The power of color</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Utilize drawing skills to make a composition taken from a photograph.</li> <li>• Prepare and mix watercolors for transparencies.</li> <li>• Demonstrate ability to perform watercolor techniques, including wet on wet, washes, graded wash, overlapping, drybrush and scraping.</li> <li>• Plan a strategy for the successful completion of their painting.</li> <li>• Demonstrate knowledge of how and when to use a variety of watercolor brushes to execute the desired techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Does the painting demonstrate student's understanding and mastery of several watercolor and brush techniques?</li> <li>• Is effort to gain control of the medium evident?</li> <li>• Are numerous values of the chosen color evident?</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and Performing Strand LS 1,2</li> <li>• Thinking and Responding Strand LS 4</li> </ul>
Acrylic Paintings	3 weeks	<ul style="list-style-type: none"> <li>• Expressing an emotion in a realistic or abstract painting</li> <li>• Color theory</li> <li>• Realism vs. abstraction</li> <li>• Color, shapes and lines as a means of communication</li> <li>• Principles of design</li> <li>• Properties of acrylic paint</li> <li>• Acrylic brush techniques</li> <li>• Care of paints and brushes</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Design and draw out an image that expresses a particular emotion.</li> <li>• Prime the surface to be painted.</li> <li>• Interpret their chosen emotion by organizing lines, colors, shapes and textures in a composition.</li> <li>• Mix colors and select appropriate brushes to achieve desired effects.</li> <li>• Utilize techniques of glazing, scumbling and dry brush, as well as the care of paints and brushes.</li> </ul>	<ul style="list-style-type: none"> <li>• Did students continually assess the strength of their design as they worked through the painting process?</li> <li>• Does the desired emotion come across to the viewer?</li> <li>• Have the painting techniques been used effectively?</li> <li>• Does the composition have balance, a focal point and harmony of color and design?</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and Performing Strand LS 1,2</li> <li>• Thinking and Responding Strand LS 3,4</li> <li>• Connecting and Contributing Strand LS 6</li> </ul>