

Unit 1: Self-Portrait Value Study			
<p>Standards:</p> <p>Creating: Students will generate and conceptualize artistic ideas and work. Students will organize and develop artistic ideas and work.</p> <p>Presenting: Convey meaning through the presentation of artistic work.</p>		<p>Art History & Contemporary Art Connections:</p> <ul style="list-style-type: none"> • Frank Big Bear • Frida Kahlo • Chuck Close 	
<p>Materials:</p> <ul style="list-style-type: none"> • Drawing Paper • Colored Pencils • Drawing Pencils • Erasers • Rulers • Mirrors 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Elements of Art • Principles of Design • Abstract • Color Schemes • Proportion • Gradation • Value Techniques: hatching, cross-hatching, stippling, etc. 	<p>Scaffolding Assignments:</p> <p>Value Scales Students will create various value scales using colored pencils. Scales should include a variety of value techniques: hatching, cross-hatching, stippling, scumbling, and smooth gradient shading. Scales should show a minimum of 5 different values.</p> <p>Contour Drawing Exercise Observing small objects like toy cars or plastic animals, students will spend 1-2 minutes (per item) drawing continuous line and/or blind counter drawings. The teacher will demonstrate both processes before student work time.</p> <p>Facial Feature Practice Students will practice drawing facial features focusing on proportion and showing detail. Students may practice along with teacher demos or online tutorials for independent and differentiated instruction.</p> <p>Self-Portrait Thumbnail Observations Using either mirrors or photos of themselves, students will practice sketching their own likeness in thumbnail size. Multiple thumbnail drawings should be completed. Each sketch should focus on either separate facial features or different facial expressions.</p>	<p>Summative Assessment:</p> <p>Self-Portrait Value Drawing Using the skills developed from the previous assignments, students will complete a self-portrait focusing on proportion and detail. After the initial drawing is completed in pencil, students will use a ruler to split the composition up with various lines going across the paper. Vertical, horizontal, and diagonal lines should be used. Using colored pencils, students will add in color by using value techniques in each of the geometric shapes created from the lines. A final outline of the portrait using black colored pencil can be added for definition.</p>
Unit 2: Discovering Color Theory			
<p>Standards:</p> <p>Creating: Students will generate and conceptualize artistic ideas and work. Refine and complete artistic work.</p> <p>Responding: Interpret intent and meaning in artistic work.</p>		<p>Art History & Contemporary Art Connections:</p> <ul style="list-style-type: none"> • Wassily Kandinsky • Josef Albers • Henri Matisse 	
<p>Materials:</p> <ul style="list-style-type: none"> • Tempera or Acrylic Paint • Brushes • Water Cups • Paper • Paint Chip Samples • Oil Pastels • Black Construction Paper • School Glue 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Elements of Art • Principles of Design • Hue • Tint • Shade • Tone • Color Schemes • Intensity 	<p>Scaffolding Assignments:</p> <p>Oil Pastel Color Mixing Students will apply a rich layer of oil pastel then follow with another color applied on top (consider trying primaries first). Students will continue to blend/layer additional colors to achieve their desired hue.</p> <p>Paint Chip Mixing After a brief explanation of color theory and color mixing processes, the teacher will randomly choose a paint chip color sample and display it to the class. Students will then independently try to match the color of the paint chip by mixing only the primary colors along with black and white. Students should keep notes on their process of mixing the various colors for class discussion following the activity.</p> <p>Contour Drawing Exercise - Nature Objects Observing small objects from nature such as shells, pinecones, flowers, etc., students will spend 1-2 minutes (per item) drawing continuous line and/or blind counter drawings. This activity is a review from the previous unit.</p>	<p>Summative Assessment:</p> <p>Oil Pastel Nature Drawings Students will begin by drawing a nature image from observation. Suggest cropping and zooming in on the image for varied composition. Students can then trace over their drawing pencil lines with white glue. Small details should be ignored as the glue will run together. Once the glue is dry, have students begin to fill in the blank space with oil pastel with careful consideration of color overlapping and mixing.</p>

Middle School Curriculum Units (continued)

Unit 3: Architectural Printmaking			
<p>Standards:</p> <p>Creating: Students will generate and conceptualize artistic ideas and work. Students will organize and develop artistic ideas and work.</p> <p>Connecting: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>		<p>Art History & Contemporary Art Connections:</p> <ul style="list-style-type: none"> • Frank Gehry • Zaha Hadid • Antoni Gaudi • Frank Lloyd Wright • Famous architectural structures: Taj Mahal, Eiffel Tower, Great Wall, Burj Khalifa, etc. 	
<p>Materials:</p> <ul style="list-style-type: none"> • Styrofoam for Printing • Printing Ink • Brayers & Ink Trays • Watercolor Paper & Paints • Brushes • Water Cups • Ball Point Pens for Indenting 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Elements of Art • Principles of Design • Composition • Focal Point • Perspective • Horizon Line • Watercolor Techniques: (wet-in-wet, dry brush, wash, etc) 	<p>Scaffolding Assignments:</p> <p>Watercolor Sample Board Students will practice various kinds of watercolor techniques like wet-on-wet, wash, dry brush, crayon resist, scrape/blotting, rubbing alcohol, salt, and masking (using tape). The teacher will demo each technique prior to student work time.</p> <p>One-Point and Two-Point Perspective Drawings Students will review both one and two-point perspective drawing with simple drawing exercises illustrating cubes. This assignment may be teacher-led depending on previous class experience with perspective.</p> <p>Architectural Rendering Students will choose two or more famous architectural structures and create a composition of the buildings across a horizon line. This drawing should be the same size of the printing plate. One and two-point perspective should be utilized when creating this drawing.</p>	<p>Summative Assessment:</p> <p>Architectural Prints Students will begin the project by creating a series of abstract watercolor paintings using previously learned watercolor techniques. Paintings should show a horizon line to mimic a simple landscape composition. While the paintings are drying, students will indent their architectural drawing (from previous scaffolding assignment) with a ball-point pen into Styrofoam printing plate and cut away excess space. Students will then ink and print their printing plate on the watercolor landscape paintings, repeating the printing process across the length of the paper.</p>
Unit 4: Landscape Collage			
<p>Standards:</p> <p>Creating: Students will generate and conceptualize artistic ideas and work. Students will organize and develop artistic ideas and work.</p> <p>Responding: Interpret intent and meaning in artistic work.</p>		<p>Art History & Contemporary Art Connections:</p> <ul style="list-style-type: none"> • Claude Monet • David Hockney • Georgia O’Keeffe 	
<p>Materials:</p> <ul style="list-style-type: none"> • Watercolor Paper & Paints • Construction Paper • Materials for Techniques (salt, plastic wrap, rice, etc) • Brushes • Water Cups • Glue Sticks 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Elements of Art • Principles of Design • Foreground, Middle Ground, Background • Atmospheric Perspective • Relative Size • Overlapping 	<p>Scaffolding Assignments:</p> <p>Landscape Drawing Students will practice drawing various types of landscapes such as mountainscapes, seascapes, and outer space scenes, paying close attention to perspective and proportion. Discuss as a class the differences between linear perspective (from previous unit) and atmospheric perspective and how these methods can help portray particular moods or atmospheres.</p>	<p>Summative Assessment:</p> <p>Landscape Collage Students will tear 7-8 strips of paper from one larger sheet. On each strip, students should use watercolor techniques that evoke a texture of a particular landscape part. Once the paint is dry, students can continue to tear the paper to create more defined parts of a landscape. Students should position the strips in a way that gives the feeling of space within a landscape by arranging the strips from background to foreground. Construction paper strips can be added in between watercolor strips to help create emphasized areas of space. With a background piece of paper underneath, students can glue down the strips of painted paper/construction paper starting at the top and working down. Trim the sides of the artwork with a paper cutter when finished.</p>

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Middle School Curriculum Units (continued)

Unit 5: Multi-Media Still-Life			
Standards: Creating: Students will generate and conceptualize artistic ideas and work. Refine and complete artistic work. Performing: Develop and refine artistic techniques and work for presentation. Responding: Apply criteria to evaluate artistic work.		Art History & Contemporary Art Connections: <ul style="list-style-type: none"> • Paul Cézanne • Janet Fish • Frida Kahlo 	
Materials: <ul style="list-style-type: none"> • Tempera or Acrylic Paint (and supplies) • Watercolor Paint (and supplies) • Markers • Colored Pencils • Heavy Background Paper • Still-Life Objects 	Vocabulary: <ul style="list-style-type: none"> • Elements of Art • Principles of Design • Overlapping • Hierarchy • Proportion • Repetition 	Scaffolding Assignments: Contour Drawing Exercise - Still-Life Objects Observing small still-life objects, students will spend 1-2 minutes (per item) drawing continuous line and/or blind counter drawings. This activity is review from previous units. Composition Layouts Using 4-5 cutout magazine images, students will arrange (and rearrange) object images to explore how composition affects artwork. Using phone or tablet cameras, students will take photos of their arrangements to use in partner or group discussions of how to best lay out compositions.	
Summative Assessment: Multi-Media Still Life After choosing their still-life objects, students should begin by sketching their objects in pencil, filling as much space on their papers as possible. After short review demonstrations of the various mediums, students can begin to fill in each section or object using a different medium. Discuss repetition of elements and how it plays a significant role in creating unity and movement throughout the still-life.			
Unit 6: Independent Final Project			
Standards: Creating: Students will generate and conceptualize artistic ideas and work. Refine and complete artistic work. Performing: Develop and refine artistic techniques and work for presentation. Responding: Apply criteria to evaluate artistic work.			
Materials: <ul style="list-style-type: none"> • Tempera or Acrylic Paint (and supplies) • Watercolor Paint (and supplies) • Printmaking Materials • Markers • Colored Pencils • Various Base Materials: paper, cardboard, canvas board, wood, plaster 	Vocabulary: <ul style="list-style-type: none"> • Elements of Art • Principles of Design • Meaning • Mood • Statement • Perceive/ Analyze 	Scaffolding Assignments: Previous course assignments will build knowledge and techniques for successful completion of this unit.	
Summative Assessment: Independent Final Art Piece Students will submit a proposal sketch to get approved by instructor, and then generate their best piece of art. Students may choose to re-create a piece of artwork from earlier in the course or build on/modify an existing piece. Students will present their final work to the class through a presentation. Students can choose to work individually or collaboratively and the media they use is their own choice.			

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