

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: Art I #1A
Topic: Elements and Color Wheel
Review

Days:
Grade Level: 9-12

Key Learning: review and demonstration of prior knowledge of the color wheel and elements of art is essential to the success of my artwork.



Unit Essential Question:?
How will knowing the properties of the color wheel and elements of art contribute to the outcome of my artwork?

Concept: <u>The Color Wheel</u>	Concept <u>Elements of Art</u>	Concept Creating an artwork showcasing color and elements
Standards: <u>9.1.12A, 9.1.12.C</u>	Standards: <u>9.1.12.A 9.1.12.C</u>	Standards: <u>9.1.12.A, 9.3.12.E</u>
<u>Lesson Essential Question : What are the primary, secondary, and tertiary colors that make-up the color wheel?</u> <u>How are the colors derived from the three primary colors?</u> <u>How will I demonstrate my knowledge of creating colors?</u>	<u>Lesson Essential Question</u> What are the elements of art? How will I demonstrate my understanding of what the elements of art are and how they appear in an artwork?	<u>Lesson Essential Question</u> How will my choice of subject, composition, color, elements of art influence The success of my artwork.
<u>Vocabulary:</u> <u>Primary</u> <u>Secondary</u> <u>Teritiary</u>	<u>Vocabulary</u> Line Value Form Shape Texture	<u>Vocabulary</u> Transparet Opaque Composition Density

<u>Concept</u>	<u>Concept</u>	<u>Concept</u>
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<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>
↓	↓	↓
<u>Lesson Essential Question:</u>	<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>
↓	↓	↓
<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>

<u>Additional Information/Resources:</u>

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: Art I
Topic: Sketchbooks

Days: 2-3 80 min.classes
Grade Level:9-12

Key Learning: Sketchbooks provide a personal place for artists' to develop ideas and practice techniques.






Unit Essential Question: ? What is the role of a sketchbook in an artist's life?

Concept: Famous artists use sketchbooks.	Concept: <u>Personal Style and Expression</u>	Concept
Standards: <u>9.1.12.A, 9.1.12.F</u>	Standards: <u>9.1.12 D, 9.12.1 E</u>	Standards:
↓	↓	↓
Lesson Essential Question : <u>How did a sketchbook serve a famous artist?</u>	Lesson Essential Question: <u>How can I develop personal style and expression in my artwork?</u> <u>How do I communicate visual ideas?</u>	Lesson Essential Question
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Vocabulary: <u>Leonardo Da Vinci, Vincent Van Gogh Renaissance Cadaver</u>	Vocabulary : <u>Abstract Expressionistic Wassily Kandinsky</u>	Vocabulary

Concept	Concept: <u>Creating a personal Sketchbook</u>	Concept
Standards:	Standards: <u>9.1.12.B</u>	Standards:
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Lesson Essential Question:	Lesson Essential Question: <u>How will I use</u>	Lesson Essential Question

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	<u>the elements of design and personal expression to produce an original sketchbook cover?</u>	
		
<u>Vocabulary</u>	<u>Vocabulary Abstract Expressionism Color, Line, Shape Texture</u>	<u>Vocabulary</u>

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Revised 2/10/14

Course/Subject: Art I #1.
Topic: Drawing

Days:
Grade Level:
9-12

Key Learning: Drawing requires skill, practice, and technique.









Unit Essential Question: How will understanding that continued practice and learned techniques in drawing will influence the outcome of a drawing.

Concept: Still Life Drawing	Concept Perspective	Concept Portraiture
Standards: : 9.12.1.A 9.1.12.B 9.1.12.E.9.3.12.E	Standards: : 9.12.1.A 9.1.12.B 9.1.12.E.9.3.12.E	Standards: 9.12.1.A 9.1.12.B 9.1.12.E.9.3.12.E
↓	↓	↓
Lesson Essential Question How will the compositional choices I make affect the outcome of my drawing? How will value and gradation effect the outcome of my drawing?	Lesson Essential Question What is perspective and how does it influence my drawing? How does perspective enhance a drawings success?	Lesson Essential Question How will the knowledge of knowing how to draw a portrait influence the outcome of my artwork? How will the use of expressionistic style influence the outcome of my portrait drawing?
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Vocabulary: gradation value Composition Focus	Vocabulary Perspective ,Two-Point Perspective, One-Point Perspective, Focal Point	Vocabulary Expressionism Expressive India Ink Scratchboard

Concept	Concept	Concept
Standards:	Standards:	Standards:

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Revised 2/10/14

		
<u>Lesson Essential Question:</u>	<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>
		
<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>

<u>Additional Information/Resources:</u>

Key Learning: The use of only color, line and shape in a drawing can exhibit ideas and emotions.

Unit Essential Question:
How will the knowledge of color, line, and shape in varying combinations influence my creative choices when creating artworks that convey an emotion or idea?

Lesson Topic 1:
Emotions conveyed in Master Artworks

Lesson Topic 2:
Conveying a specific emotion through the use of Color, line, shape

Lesson Topic 3:
Contour Line Drawing & Keith Haring's use of it with shape and color.

Lesson Essential Questions:

How do Master Artists convey emotions in their work?

Why do artists portray emotions in an artwork?

Lesson Essential Questions:

How can Color and shape represent various emotions in an artwork?

How do various line styles create the feeling of emotion in a drawing?

How does Keith Haring use contour line in his drawings to help convey his ideas?

How will I incorporate contour line drawing into my own artwork?

Vocabulary:
anguish
mortified
Norman Rockwell
Wassily Kandinsky
Joan Miro

Vocabulary:
Juxtaposition
Geometric line
Organic line

Vocabulary:
Contour line
Keith Haring
Geometric line
Organic line

For more concepts, use this same template but change Lesson Topic #
Remember to save the file under a different name each time that identifies the Unit.

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Revised 2/10/14

Course/Subject: Art I #5
Topic: Architecture

Days:
Grade Level:

Key Learning Architecture is important to our human made world and is influenced by materials and functions of the structure.



Unit Essential Question
What materials and functions do structures serve?
How do we interact with buildings?

Concept Location of structures	Concept Design	Concept
Standards: 9.1.12.F 9.1.12.J 9.2.12.C	Standards: <u>9.1.12.A</u> <u>9.1.12.B</u>	Standards:
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Lesson Essential Question <u>How does the location of a structure affect its purpose?</u>	Lesson Essential Question What determines how a building is designed? How do the elements of Architecture influence architectural design? How can I create a work of art that reflects the functions of structures?	Lesson Essential Question
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Vocabulary Monuments Environments infrastructures	Vocabulary Function aesthetics	Vocabulary

Concept Building	Concept	Concept
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Revised 2/10/14

<u>Materials</u>		
Standards: 9.12.1.J	Standards:	Standards:
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<u>Lesson Essential Question</u> What building materials are used to create various structures?	<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>
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<u>Vocabulary</u>	<u>Vocabulary</u> Concrete Stick built Log German Siding	<u>Vocabulary</u>

<u>Additional Information/Resources:</u>

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STUDENT LEARNING MAP

Revised 2/10/14

Course/Subject: Art I #3
Topic: Master Artists

Days: 8 80 min. class periods
Grade Level: 9-12

Key Learning: Explaining historical, cultural, and social contexts of individual works in art promotes insight and understanding of art in a global context and may influence student art works.



Unit Essential Question: How will being able to explain historical, cultural, and social contexts in works of art influence the choices students make when creating their own artwork?

Concept: Master Artists Their work and the world in which they live(d).	Concept	Concept
Standards: 9.2.12.A, 9.2.12.B, 9.2.12.D	Standards:	Standards:
↓	↓	↓
Lesson Essential Question: How will knowing about “Master Artists” artworks and biographies influence my artistic choices?	Lesson Essential Question	Lesson Essential Question
↓	↓	↓
Vocabulary: Modernist Renaissance Global context	Vocabulary	Vocabulary

Concept	Concept	Concept
Standards:	Standards:	Standards:
↓	↓	↓
Lesson Essential Question:	Lesson Essential Question	Lesson Essential Question
↓	↓	↓

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Revised 2/10/14

<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>
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<u>Additional Information/Resources: Texts, Periodicals, Internet Sources</u>
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EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Revised 2/10/14

Course/Subject: Art I #2
Topic: Portraiture

Days:
Grade Level: 9-12

Key Learning: Portraits are a way an artist is able to employ various styles and techniques of painting and drawing in order to convey information and emotions about the subject of the portrait.






Unit Essential Question: ? How will I create a portrait conveying information and emotions of the subject(s) of the portrait? How will various styles and techniques be employed to produce a portrait?

Concept: Portrait Basics Accurate Proportions	Concept: Scratchboard Technique	Concept: Styles and Techniques
Standards: 9.1.12.B	Standards: 9.1.12.A 9.1.12.B 9.1.12 E 9.3.12A	Standards: 9.1.12.D, 9.1.12.E, 9.1.12F
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Lesson Essential Question : How will knowing portrait basics and accurate proportions effect the outcome of my drawing?	Lesson Essential Question: How will I create an expressive portrait utilizing the scratchboard technique?	Lesson Essential Question: How will employ different painting techniques to my portrait to convey an emotion and information about the artist?
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Vocabulary: Sighting lines Bridge of nose Nasal, Cartilage	Vocabulary Caricature Exaggerated Expression Scratchboard	Vocabulary Grid/graphing layering

Concept : Facial Expressions	Concept	Concept
Standards: 9.1.12.E	Standards:	Standards:
↓	↓	↓

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<u>Lesson Essential Question:</u> How will understanding facial expressions effect the outcome of my portrait drawing?	<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>
		
<u>Vocabulary</u> <u>exaggerate</u>	<u>Vocabulary</u>	<u>Vocabulary</u>

Additional Information/Resources: Internet Resource YouTube beginning drawing,"Discovering Drawing" Text Book Teacher's Edition, "Art in Focus" Studio Lesson pg. 582 Chuck Close Master Artist

**EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP**

Course/Subject: All Art Courses
Topic: Critical Response

Days: 2 80 min Class periods
Grade Level: 9-12

Key Learning: Explain and apply the critical examination processes of works in the arts and humanities.






Unit Essential Question:?

How will explaining and applying the critical examination processes of work in the arts effect the outcome of my artwork?

Concept: Classifications of critical response	Concept	Concept
Standards: 9.3.12.A 9.3.12. 9.3.12.B 9.3.12.C	Standards:	Standards:
↓	↓	↓
Lesson Essential Question How will the understanding and application of the Critical response process improve my role as a student artist?	Lesson Essential Question	Lesson Essential Question
↓	↓	↓
Vocabulary: Analyze Interpret Hypotheses Evaluate	Vocabulary	Vocabulary

Concept Art Criticism Approach	Concept	Concept
Standards:9.3.12.A, 9.3.12.B, 9.3.12.C	Standards:	Standards:
↓	↓	↓
Lesson Essential Question: How will the following questions lead	Lesson Essential Question	Lesson Essential Question

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me to a greater understanding of a work of art? What is in an artwork? How is the artwork designed or put together? What does it mean? Is it a successful work of art?		
		
<u>Vocabulary description</u> <u>Details elements of art</u> <u>Interpretation</u> <u>Judgement</u>	<u>Vocabulary</u>	<u>Vocabulary</u>

Additional Information/Resources: