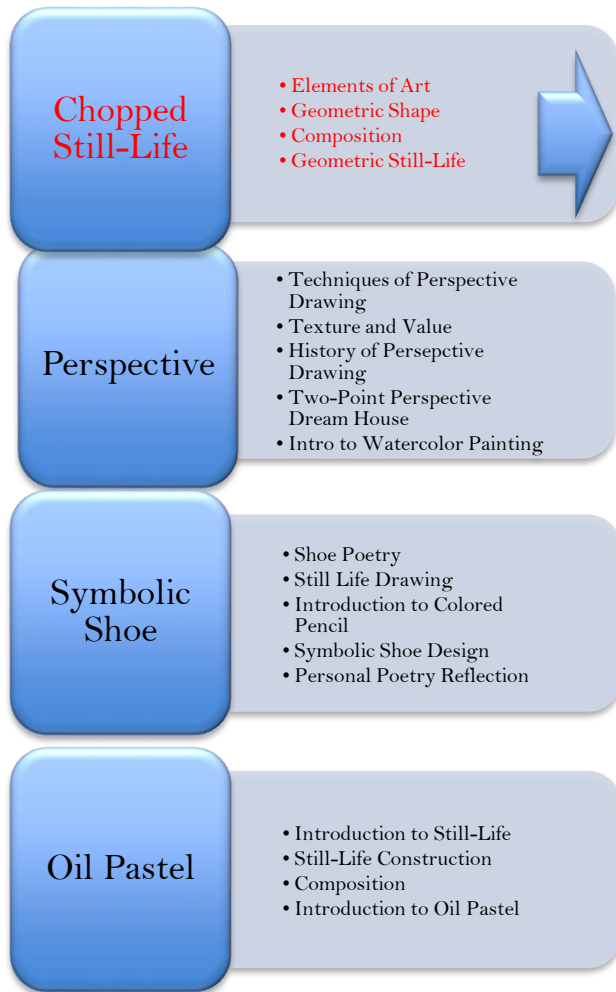


# PAHS INTRODUCTION TO ART

## Intro to Art Scope & Sequence



### UNIT: Chopped Still-Life

In this unit we focus on the Elements of Art (*line, color, form, shape, space, texture, value*) and how they interact with each other to create art. These are the building blocks of creation, and without them art is nonexistent.

#### SUB LESSON: Elements of Art

In this lesson, SWBAT become introduced to the elements of art. Students will create examples of each of the following: (*line, color, form, shape, space, texture, value*) as they become more aware of how to use and manipulate them into a work of art.

**Art Lab 1:** *Students will fill seven (7) pages in their sketchbooks dedicated to each of the 7 elements of art using the medium of pencil and colored pencil; one page per element.*

#### SUB LESSON: Geometric Shape

In this lesson, SWBAT experiment with techniques on creating value inside geometric shapes to demonstrate the 3-D element of *form*. Using geometric shapes as an area for exploration, students will aim to create a sense of realism with the many shades of value (light, medium, and black).

**Art Lab 2:** *Students will create value inside 4 geometric shapes to create the appearance of form (value: highlight, shadow, cast shadow) using pencil.*

#### SUB LESSON: Composition

In this lesson, SWBAT learn how to draw and shade realistic objects. Using pencil, students will render a two-dimensional still life scene using *learning to look* drawing skills. With one common light source, students will properly shade each shape using the full range of value with their pencil (white, many shades of grey, black).

**Project 1:** *Students will draw from a 2-D still life source to create realistic objects using lighting and value in pencil/monochromatic colored pencil.*

#### SUB LESSON: Geometric Still-Life

In this lesson, SWBAT use their own creativity and design to create a compositional drawing of geometric objects. Each student must represent at least 5 different geometric shapes (create research expected), overlapping shapes, oversized shapes, and shapes traveling off of the picture plane. Composition is emphasized in this lesson as students cultivate a balanced and dynamic still—life of their own fruition.

**Art Lab 3:** *Students will draw each of the 6 basic 3-D forms in a large size. Then students will practice visualization drawing as they “slice & dice” each shape accurately so that they can see through the forms. Students will then practice the new possible shading for each shape (value).*

**Project 2:** *Students will create a geometric shape still life using good compositional drawing skills, as well as control with the medium of pencil and the elements of: shape, space, value, and line.*

# PAHS INTRODUCTION TO ART

## UNIT ASSESSMENTS

### Homework (20%)

- As needed based on student need as an extension of in-class assignments

### Teacher Summative (30%)

- art labs (3)
- sketchbook checks (bi-monthly)
- daily questions
- learning to look drawing assignments
- class notes
- thumbnail sketches, rough drafts

### Common Summative (50%)

- Projects (2)
- Marking Period Sketchbook Check

**Key Vocabulary & Concepts:** elements of art (specifically: line, value, texture, shape, space), monochromatic, realistic art, composition, overlapping, rough draft, thumbnail sketch, observational still life drawing, famous graphite artist Paul Cadden (1964– present) and Monica Lee

**Essential Question:** Why is the creation of art important? What qualifies as a work of art? How do artists work and maintain quality inspiration? How can the Elements of Art (specifically; Line, Shape, and Value) become expressive and transform art into meaningful symbolic information?

### Objectives:

1. SWBAT become introduced to the elements of art. Students will create examples of each of the following: (*line, color, form, shape, space, texture, value*) as they become more aware of how to use and manipulate them into a work of art.
2. SWBAT experiment with techniques on creating value inside geometric shapes to demonstrate the 3-D element of *form*. Using geometric shapes as an area for exploration, students will aim to create a sense of realism with the many shades of value (light, medium, and black).
3. SWBAT learn how to draw and shade realistic objects. Using pencil, students will render a two-dimensional still life scene using *learning to look* drawing skills. With one common light source, students will properly shade each shape using the full range of value with their pencil (white, many shades of grey, black).
4. SWBAT use their own creativity and design to create a compositional drawing of geometric objects. Each student must represent at least 5 different geometric shapes (create research expected), overlapping shapes, oversized shapes, and shapes traveling off of the picture plane. Composition is emphasized in this lesson as students cultivate a balanced and dynamic still-life of their own fruition using notes and studies from labs and practices.

(*Teaching Strategies/Assignments/Graphic Organizers/Activating Strategy*)

## INSTRUCTION OUTLINE

### UNIT: CHOPPED STILL-LIFE

#### Week 3-12

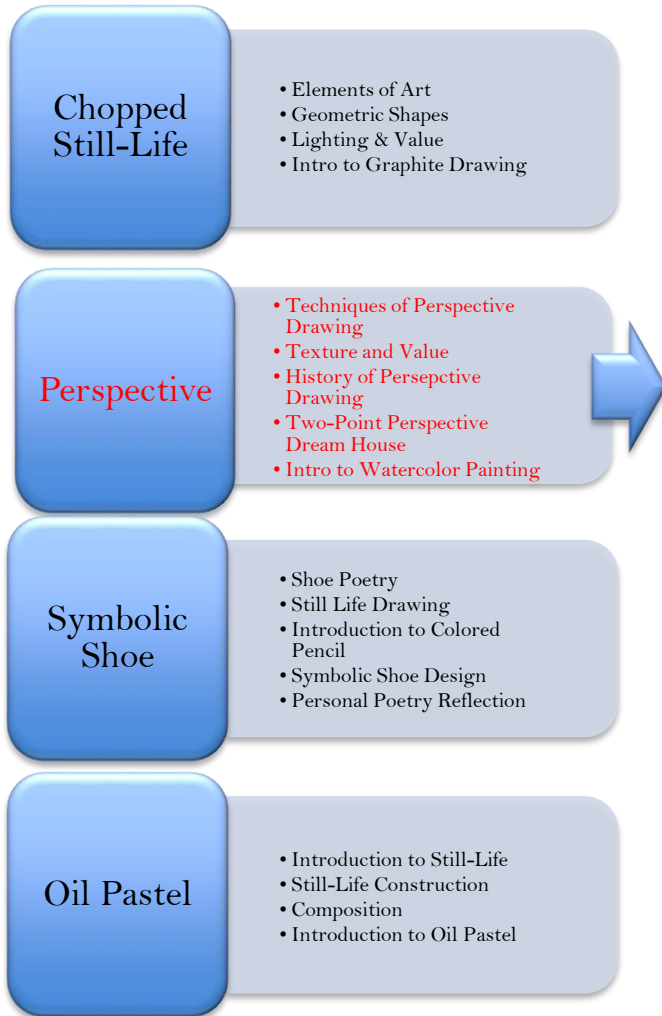
- **PPT** and **Discussion** slides
  - **Elements of Art**
    - ✚ **Art Lab 1:** Students will fill seven (7) pages in their sketchbooks dedicated to each of the 7 elements of art using the medium of pencil and colored pencil; one page per element.
  - **Geometric Shapes**
    - ✚ **Art Lab 2:** Students will create value inside 4 geometric shapes to create the appearance of form (value: highlight, shadow, cast shadow) using pencil.
  - **Composition**
    - ✚ **Project 1:** Students will draw from a 2-D still life source to create realistic objects using lighting and value in pencil/monochromatic colored pencil.
  - **Geometric Still-Life**
    - ✚ **Art Lab 3:** Students will draw each of the 6 basic 3-D forms in a large size. Then students will practice visualization drawing as they “slice & dice” each shape accurately so that they can see through the forms. Students will then practice the new possible shading for each shape (value).
    - ✚ **Project 2:** Students will create a geometric shape still life using good compositional drawing skills, as well as control with the medium of pencil and the elements of: shape, space, value, and line.

### Summarization Strategy:

- Informal individual student/teacher conferences based on classwork project progress
- Students participate in peer class critique: Art Labs and Projects (5 total)

# PAHS INTRODUCTION TO ART

## Intro to Art Scope & Sequence



### UNIT: Perspective

In this unit we focus on the rendering of perspective landscapes. The emphasis of *realism* will be applied through research and adequate drawing techniques to achieve texture. Artists document the world we live in, and through this unit, students will explore how powerful and communicative their work truly is.

#### SUB LESSON: Techniques of Perspective Drawing

In this lesson, SWBAT review the drafting techniques of drawing one and two point perspective. Student will demonstrate learned knowledge of creating and identifying the element of *space* in landscape images: foreground, middle ground, and background.

**Art Lab 1:** *Students will participate in guided instruction to create Study Guide rendering of one and two-point perspective drafting techniques using the following elements of art: line, space, texture.*

#### SUB LESSON: Texture and Value

In this lesson, SWBAT experiment with techniques on creating the element of texture. Students will practice rendering structures and foliage that accompany their brainstorming process.

**Art Lab 2:** *Students will create three (3) hard structure surface textures (ex: brick, stone, siding) and three (3) foliage textures (ex: tree, sand, grass) in their sketchbooks.*

#### SUB LESSON: History of Perspective Drawing

In this lesson, SWBAT learn how perspective drawing documented our world history. Predominantly starting during the brink of the Italian Renaissance (1400 BC), commissioned painters raised the expectation and standards in how art relates to life.

#### SUB LESSON: Two-Point Perspective Dream House

In this lesson, SWBAT use their own creativity and design to create a compositional draft of their own dream house. Students will brainstorm and propose a structure in 2-pt perspective that represents their aesthetic and architectural taste and personality. Students will create personal goals as they foreshadow their future home environment.

**Project 1:** *Students will research, brainstorm, and propose a theme for their dream house project. Students will create a rough draft and final draft demonstrating their learned techniques and interests.*

#### SUB LESSON: Introduction to Watercolor Painting

In this lesson, SWBAT be exposed to the many aspects of watercolor and liquid watercolor. Painting materials, techniques, expected outcomes, and theme relationships will be practiced.

**Art Lab 3:** *Students will practice 6 painting techniques in their art sketchbooks in preparation for painting their final perspective draft.*

**Project 1 (continued):** *Students will paint their final dream house project using learned and practiced watercolor painting techniques. If desired, ink can be added to layer necessary detail onto dried watercolor painting.*

# PAHS INTRODUCTION TO ART

## UNIT ASSESSMENTS

### Homework (20%)

- As needed based on student need as an extension of in-class assignments

### Teacher Summative (30%)

- art labs (3)
- sketchbook checks (bi-monthly)
- daily questions
- learning to look drawing assignments
- class notes
- thumbnail sketches, rough drafts

### Common Summative (50%)

- Projects (1)
- Marking Period Sketchbook Check

## Key Vocabulary & Concepts:

two-point perspective, horizon line, vanishing point, vertical line, horizontal lines, texture, shape/space, proportion, balance, liquid watercolor painting (absence painting; layering; blending; splattering, value), Frank Gehry (1929-present); Frank Lloyd Wright (1867-1959);

## Renaissance Perspective Artists:

Leonardo da Vinci (1452-1519); Michelangelo di Lodovico Buonarroti Simoni (1475-1564); Raphael (1483-1520)

**Essential Question:** How do the properties and techniques of perspective drawing capture the balance between reality and perception? Why do some artists strive to draw reality exactly the way it is perceived? What is it about our environments and spaces that ultimately shape and develop who we become? What is the relationship between the structure of architecture and the structure of our lives?

## Objectives:

1. SWBAT review the drafting techniques of drawing one and two point perspective. Student will demonstrate learned knowledge of creating and identifying the element of space in landscape images: foreground, middle ground, and background.
2. SWBAT experiment with techniques on creating the element of texture. Students will practice rendering structures and foliage that accompany their brainstorming process.
3. SWBAT learn how perspective drawing documented our world history. Predominantly starting during the brink of the Italian Renaissance (1400 BC), commissioned painters raised the expectation and standards in how art relates to life.
4. SWBAT use their own creativity and design to create a compositional draft of their own dream house. Students will brainstorm and propose a structure in 2-pt perspective that represents their aesthetic and architectural taste and personality. Students will create personal goals as they foreshadow their future home environment.
5. SWBAT be exposed to the many aspects of watercolor and liquid watercolor. Painting materials, techniques, expected outcomes, and theme relationships will be practiced.

(*Teaching Strategies/Assignments/Graphic Organizers/Activating Strategy*)

## INSTRUCTION OUTLINE

### UNIT: PERSPECTIVE

#### Week 13-20

- PPT and Discussion slides

- **Techniques of Perspective Drawing**

- ✚ **Art Lab 1:** Students will participate in guided instruction to create Study Guide rendering of one and two-point perspective drafting techniques using the following elements of art: line, space, texture.

- **Texture & Value**

- ✚ **Art Lab 2:** Students will create three (3) hard structure surface textures (ex: brick, stone, siding) and three (3) foliage textures (ex: tree, sand, grass) in their sketchbooks.

- **Two-Point Perspective Dream House**

- ✚ **Project 1:** Students will research, brainstorm, and propose a theme for their dream house project. Students will create a rough draft and final draft demonstrating their learned techniques and interests.

- **Introduction to Watercolor Painting**

- ✚ **Art Lab 3:** Students will practice 6 painting techniques in their art sketchbooks in preparation for painting their final perspective draft.
  - ✚ **Project 1 (continued):** Students will paint their final dream house project using learned and practiced watercolor painting techniques. If desired, ink can be added to layer necessary detail onto dried watercolor painting.

## Summarization Strategy:

- Informal individual student/teacher conferences based on classwork project progress
- Students participate in peer class critique: Art Labs and Projects (4 total)

# PAHS INTRODUCTION TO ART

## Intro to Art Scope & Sequence

### Chopped Still-Life

- Elements of Art
- Geometric Shapes
- Lighting & Value
- Intro to Graphite Drawing

### Perspective

- Techniques of Perspective Drawing
- Texture and Value
- History of Perspective Drawing
- Two-Point Perspective Dream House
- Intro to Watercolor Painting

### Symbolic Shoe

- Shoe Poetry
- Still Life Drawing
- Introduction to Colored Pencil
- Symbolic Shoe Design
- Personal Poetry Reflection

### Oil Pastel

- Introduction to Still-Life
- Still-Life Construction
- Composition
- Introduction to Oil Pastel

## UNIT: Symbolic Shoe

In this unit we focus on drawing our shoes. Through life drawing techniques, students will draw their shoes from life as means to explore the deeper meaning behind *'where they are going, and where they have been before.'* Colored Pencils will be explored through the color wheel as students work to achieve realism through their artwork.

### SUB LESSON: Shoe Poetry

In this lesson, SWBAT participate in a poetry unit serving as inspiration to future artwork. Student will complete the poem as they insert their own personal answers. The activity will be logged into their sketchbook and shared in an informal class presentation.

### SUB LESSON: Still Life Drawing

In this lesson, SWBAT participate in a shoe drawing experience. Students will be asked to take off their shoe (whatever shoe they are wearing at the time) and sketch/render it into their sketchbook. This practice and procedure drill allows students to become comfortable with still life drawing, whereas, they must take a 3-D image and create a 2-D rendering in real time.

**Art Lab 1:** *Students will create four (4) shoe drawings from varying positions and angles using pencil's value and texture.*

### SUB LESSON: Introduction to Colored Pencil

In this lesson, SWBAT be exposed to the color wheel while learning about complimentary, analogous, and contrasting colors. Using colored pencils as a medium, students will blend and mix colors to create their own color wheel using only the primary colors. The emphasis will be on many light layers to create a complete colored pencil blend to the desired effect.

**Art Lab 2:** *Students will create a color wheel using the 3 primary colors (colored pencil).*

### SUB LESSON: Symbolic Shoe

In this lesson, SWBAT use their own creativity and design to create a compositional draft of their own shoe. Using past thumbnail sketches and brainstorm, students will chose one (or a combination of more than one) shoe sketch to create a final draft rendering.

**Project 1:** *Students will research, brainstorm, and create a still life for their final shoe rendering. Students will add colored pencil and pencil value, texture, and blending as needed to create realistic still life drawing results.*

### SUB LESSON: Personal Poetry Reflection

In this lesson, SWBAT reflect on their completed final shoe rendering through poetry. Similar to the first lesson in the unit, student will be guided in a poetry writing experience that reflects on their live experiences (past, present, future).

**Art Lab 3:** *Students will create a final poem to be displayed with their final colored pencil shoe still life drawing project.*



# PAHS INTRODUCTION TO ART

## UNIT ASSESSMENTS

### Homework (20%)

- As needed based on student need as an extension of in-class assignments

### Teacher Summative (30%)

- art labs (3)
- sketchbook checks (bi-monthly)
- daily questions
- learning to look drawing assignments
- class notes
- thumbnail sketches, rough drafts

### Common Summative (50%)

- Projects (1)
- Marking Period Sketchbook Check

**Key Vocabulary & Concepts:** elements of art (specifically: color, line, value, texture, shape, space), realistic art, composition, still-life rendering, observational still life drawing, color wheel, complimentary colors, analogous colors, contrasting colors, warm colors, cool colors, colored pencil layering, **famous artist: ???????**

**Essential Question:** What is symbolic about fashion? How can the way we represent ourselves to the world reflect how we feel internally? How are the product of shoes and artwork related? Why do our shoes represent to who we are to the world? Are there misconceptions about fashion and how it relates to the humans who wear it?

### Objectives:

1. SWBAT participate in a poetry unit serving as inspiration to future artwork. Student will complete the poem as they insert their own personal answers. The activity will be logged into their sketchbook and shared in an informal class presentation.
2. SWBAT participate in a shoe drawing experience. Students will be asked to take off their shoe (whatever shoe they are wearing at the time) and sketch/render it into their sketchbook. This practice and procedure drill allows students to become comfortable with still life drawing, whereas, they must take a 3-D image and create a 2-D rendering in real time.
3. SWBAT be exposed to the color wheel while learning about complimentary, analogous, and contrasting colors. Using colored pencils as a medium, students will blend and mix colors to create their own color wheel using only the primary colors. The emphasis will be on many light layers to create a complete colored pencil blend to the desired effect.
4. SWBAT use their own creativity and design to create a compositional draft of their own shoe. Using past thumbnail sketches and brainstorm, students will chose one (or a combination of more than one) shoe sketch to create a final draft rendering.
5. SWBAT reflect on their completed final shoe rendering through poetry. Similar to the first lesson in the unit, student will be guided in a poetry writing experience that reflects on their live experiences (past, present, future).

*(Teaching Strategies/Assignments/Graphic Organizers/Activating Strategy)*

## INSTRUCTION OUTLINE

### UNIT: SYMBOLIC SHOE

#### Week 21-30

- PPT and Discussion slides: #.....
- **Shoe Poetry**
  - ✚ Students will participate in a guided group poetry activity that will become a motivational strategy for the production of their artwork.
- **Still-Life Drawing**
  - ✚ **Art Lab 1:** Students will create four (4) shoe drawings from varying positions and angles using pencil's value and texture..
- **Introduction to Colored Pencil**
  - ✚ **Art Lab 2:** Students will create a color wheel using the 3 primary colors (colored pencil).
- **Symbolic Shoe**
  - ✚ **Project 1:** Students will research, brainstorm, and create a still life for their final shoe rendering. Students will add colored pencil and pencil value, texture, and blending as needed to create realistic still life drawing results.
- **Personal Poetry Reflection**
  - ✚ **Art Lab 3:** Students will create a final poem to be displayed with their final colored pencil shoe still life drawing project.

### Summarization Strategy:

- Informal individual student/teacher conferences based on classwork project progress
- Students participate in peer class critique: Art Labs and Projects (4 total)

# PAHS INTRODUCTION TO ART

## Intro to Art Scope & Sequence

### Chopped Still-Life

- Elements of Art
- Geometric Shapes
- Lighting & Value
- Intro to Graphite Drawing

### Perspective

- Techniques of Perspective Drawing
- Texture and Value
- History of Perspective Drawing
- Two-Point Perspective Dream House
- Intro to Watercolor Painting

### Symbolic Shoe

- Shoe Poetry
- Still Life Drawing
- Introduction to Colored Pencil
- Symbolic Shoe Design
- Personal Poetry Reflection

### Oil Pastel

- Introduction to Still-Life
- Still-Life Construction
- Composition
- Introduction to Oil Pastel



## UNIT: Oil Pastel

In this unit students focus on the heavy symbolic relationship between humans and the objects we chose to surround ourselves with. It is through this interconnectivity with objects and tools that humans can preserve and create in all areas of life. Students will celebrate and respect our relationship with tool and objects through still-life drawing of objects.

### SUB LESSON: Introduction to Still -Life

In this lesson, SWBAT create a practice still-life drawing with true shading, highlight, contrast, and value. Size, space, and texture will also be addressed. This activity will resemble our class *Learning to Look* drawing assignments, in that the resource students will draw from is two-dimensional.

**Art Lab 1:** *Students will create a practice still-life drawing using monochromatic pencil/colored pencil to add detail, value, and realistic contrast to positive space, negative space, and background areas.*

### SUB LESSON: Still-Life Construction

In this lesson, SWBAT be engaged and participate in creating a large class still-life considering the major key points of construction: focal point, texture, unity, variety, theme, and height. Students will watch demonstrations, take notes, and experiment with creating a group still life.

**Art Lab 2:** *Students will create numerous practice still-life construction models before consolidating views and options to create a large class still-life model.*

### SUB LESSON: Composition

In this lesson, SWBAT be exposed the compositional layout of drawing. With the goal of creating a realistic rough draft of the class still-life, students will experiment with mapping object spacing, sizing, overlapping objects, textures, and background.

**Project 1:** *Students will create a rough draft of the class still-life objects using compositional drawing techniques.*

### SUB LESSON: Introduction to Oil Pastels

In this lesson, SWBAT learn about the art medium of oil pastels. Students will watch artistic demonstrations, participate in an oil pastel texture art lab, and then complete their still life final draft by adding a monochromatic color scheme of their choice.

**Art Lab 3:** *Students will experiment with the art medium of oil pastels and create value in the form of tints, shades, and texture (scraffito) to create their desired effect.*

**Project 2:** *Students will chose one color (monochromatic color palette) to create value and tonal changes on their oil pastel still-life final draft.*

# PAHS INTRODUCTION TO ART

## UNIT ASSESSMENTS

### Homework (20%)

- As needed based on student need as an extension of in-class assignments

### Teacher Summative (30%)

- art labs (3)
- sketchbook checks (bi-monthly)
- daily questions
- learning to look drawing assignments
- class notes
- thumbnail sketches, rough drafts

### Common Summative (50%)

- Projects (2)
- Marking Period Sketchbook Check

**Essential Question:** Why do artists often portray objects in their artwork? What is the symbolic link between our “stuff” and the people we are and become? How else do we represent respect and gratitude for the objects that we inherit, purchase, clean, and care for throughout our lives?

### Objectives:

1. SWBAT create a practice still-life drawing with true shading, highlight, contrast, and value. Size, space, and texture will also be addressed. This activity will resemble our class *Learning to Look* drawing assignments, in that the resource students will draw from is two-dimensional.
2. SWBAT be engaged and participate in creating a large class still-life considering the major key points of construction: focal point, texture, unity, variety, theme, and height. Students will watch demonstrations, take notes, and experiment with creating a group still life.
3. SWBAT be exposed the compositional layout of drawing. With the goal of creating a realistic rough draft of the class still-life, students will experiment with mapping object spacing, sizing, overlapping objects, textures, and background.
4. In this lesson, SWBAT learn about the art medium of oil pastels. Students will watch artistic demonstrations, participate in an oil pastel texture art lab, and then complete their still life final draft by adding a monochromatic color scheme of their choice.

**Key Vocabulary & Concepts:** oil pastel, tint, shade, scraffito (texture), composition, monochromatic color scheme, rough draft, art transfer, realistic art, still-life rendering, observational still life drawing, **famous artist:** ???????

(Teaching Strategies/Assignments/Graphic Organizers/Activating Strategy)

## INSTRUCTION OUTLINE

### UNIT: OIL PASTEL

#### Week 31-36

➤ PPT and Discussion slides: #.....

- **Introduction to Still Life**

- ✚ **Art Lab 1:** Students will create a practice still-life drawing using monochromatic pencil/colored pencil to add detail, value, and realistic contrast to positive space, negative space, and background areas.

- **Still-Life Construction**

- ✚ **Art Lab 2:** Students will create numerous practice still-life construction models before consolidating views and options to create a large class still- life model.

- **Composition**

- ✚ **Project 1:** Students will create a rough draft of the class still-life objects using compositional drawing techniques.

- **Introduction to Oil Pastels**

- ✚ **Art Lab 3:** Students will experiment with the art medium of oil pastels and create value in the form of tints, shades, and texture (scraffito) to create their desired effect.

- ✚ **Project 2:** Students will chose one color (monochromatic color palette) to create value and tonal changes on their oil pastel still-life final draft.

### Summarization Strategy:

- Informal individual student/teacher conferences based on classwork project progress
- Students participate in peer class critique: Art Labs and Projects (5 total)