

Course: Art 1

Date:

Instructor: Shelly Colletto

Habit of the Graduate (Choose 1):

Know Yourself, Know Your Role, and Know Your Goal

Accepting the Personal Challenge

*******Invest in Yourself: Be Your Best Today to Be the Best for Tomorrow**

Be a Positive Influence in Your School Community

Habit of the Graduate: Marking Period Focus Question: Where do you see yourself in two years?

Title of Lesson: Reflective Self Portrait(4 weeks)

NJCCCS: 1.2 Introduction to self portrait. View self portraits of various artists. How does each artist see themselves? What can you determine about the artist from their self portrait? How are Self Portraits from various time periods different/ the same?

1.3 Draw your face in proportion.

1.1 Create a composition using collage and mixed media to express your vision for your future and the way to achieve your goals. 12x 18. (Must include positive words, quotes and images).

1.4 Self and group critique.

Objectives:

TLWDTAT:

- 1. Use mixed media in developing awareness of the face.**
- 2. Demonstrate the ability to render the face in proportion.**
- 3. Develop acceptance of drawing as personal quality**
- 4. To self evaluate and to identify self in work.**

Procedure: 1. Art History Introduction to self portrait.

2. Drawing the features of the self in proportion.

3. Drawing the self portrait.

4. Discussion of goals for the future. How will you get there what qualities do you need to help you?

5. Composing required elements into a composition using mixed media.

Closure: Self reflection on written self critique and group critique reviewing the process and product of the work.

Assessment: Self critique, group critique, quiz on proportion of the face

Modifications: as per IEP on an individual Basis

SAMPLE



Course: Art 1

Instructor: Kelley Gavor

Habits of the Graduate

Know Yourself, Know your role, and know your goal

Marking Period Focus Question:

Where can you seek out assistance to help address an area where I lack confidence and skills?

Title of Lesson:

Peer Collaboration and Critiquing

NJCCCS:

Standard 1.4 Aesthetic Responses & Critique Methodologies: *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art*

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Objectives:

Develop a sense of pride in presenting own work as well as work of others. (1.1,1.4)

Learn to evaluate and critique artwork in various media. (1.1, 1.4, 1.6)

Develop confidence in ability to present to an audience. (1.1,1.6)

CRITIQUE QUESTIONS

QUESTIONS	Write your ideas here. Give first impressions. Make guesses. Say what you see, do not say what you like, or don't like. Do not judge. Describe, analyze, and interpret. :) Mrs. Gavor
1. What stands out the most when you first see it?	
2. Explain the reason you notice the thing you mention in number 1.	
3. As you keep looking, what else seems important?	
4. Why does the thing you mention in number 3 seem important.	
5. How has contrast been used. See Contrast Note -	
6. What leads your eye around from place to place? See Connections -	
7. What tells you about the style used by this artist? See Style	
8. What seems to be hiding in this composition?	
9. Why do you think this was partially hidden?	
10. Imagine the feelings and meanings this artwork represents?	
11. What titles could you give this artwork?	
12. What other things interest you about this artwork?	

Notes for Artwork Critique Form

TALKING and WRITING about art - Artwork often has **Subject Matter like** a face, a dog, flowers, trees, an airplane, etc. It is common for the **subject matter** to get our attention. All artwork has elements and principles. The **Visual Elements** are **Line, Color, Shape, Form** (volume), **Texture, Value** (tone).

Elements (often together with subject matter) **create visual effects**. When you see a visual effect it means that some sort of organizing **Principle** is working. By looking at artwork and responding in writing, you are discovering principles that were used by the artist. The Visual Elements and Subject Matter are used separately and together to create all kinds of relationships, motion, transition, contrasts, conflicts, variations, themes, feelings, meanings, depth effects, space effects, and so on. **If you can find a relationship that creates a visual effect, you have discovered a principle**. For example, repetition (repeating something) tends to insist on being seen and it can give the effect of motion.

When you discover principles, you can use them and you will understand how to make and understand artwork better. For example, a combination of **red** and **orange** has a different effect than a combination of **red** and **green**. By looking at these color combinations next to each other, you might discover a principle of design. When you see a big shape combined with another big shape it has a different effect than combining a small shape with a big shape. By looking at size examples, you might see another principle of design suggested. There are many general principles that work to produce effects, feelings, and meanings. There is an unlimited number of ways to use the elements, subject matter, and design principles to produce effects, feelings, and meanings. This is why, when we solve problems in art, we are **not** looking for one correct answer, but we are looking one or more solutions out of many unknown possible solutions.

Notes

CONTRAST Artists can contrast color, value, texture, line quality, shape character, size, type of subject matter, and other

CONNECTIONS and MOVEMENT Artists connect things and move the viewer eye with repetition. Interest and motion is added to artwork by repeating things like shape, color, line type, value, subject matter, size, and so on. If a color is repeated in different size or shape it may more interesting than if it is repeated in the same size or shape. If a tree and face are both green, they are connected by the green color. At the same time they are different (unconnected) because of subject and shape, and maybe because of size.

Repetition can also be used to get attention. It is insistent. Did you ever repeat a word word to be sure to be heard heard? I almost missed a stop sign, but my passenger said, "Stop! Stop!" for emphasis. We lived to tell about it.

There are many other ways to get movement. Does a diagonal line indicate more or less motion than a vertical or horizontal line? Does a curved or jagged line suggest something about motion that is different than a straight line? How does a continuous line compare with a segmented line or a thinning and thickening line?

Some artwork pulls you back into the work or holds you away from the work. Wow! How? How do they make the feeling of depth. Is it with size or linear perspective? Is it with color brightness and dullness? Is it with color warmth and coolness? Is it with sharpness and blurriness? Is it with overlapping? Is it with placement higher and lower in the picture? Is it with framing, or what? When you feel depth, can you figure out why you feel it? Looking for evidences of depth helps you master the skill of creating the effects you want in your own work. **A Secret:** Some artists add mystery and magic by intentionally making their artwork look very flat.

STYLE Style is both general and very individual. Just as every person has a unique handwriting, every person's art has a unique style. Some big general categories are Realistic (photographic), Expressive (less realistic with lots feeling), Fantastic (surrealistic) (real but impossible - as in a dream), Formal (very orderly and controlled), Nonobjective (without subject matter), Abstract

things. Can you figure out what is being contrasted to get your attention?

(not realistic). Of course since every individual is unique, these are often combined and there are many sub categories as well.

Art Rubric - an Artwork Assessment Form

Category	Your name _____	Check & comment here		
	Description	Good	Average	Needs work
Growth	How does this work compare to previous work by same person?			
	Does it show more feeling and expressiveness?			
	Does it show more thought?			
	Does it show more skill?			
Creativity	How original, innovative, and daring is the work?			
	Does it extend or change from past work done by same student?			
Fulfills Assignment	How well does the work solve the problems outlined in this assignment?			
	Are the variations from the assignment made for a valid reason?			
Care	Is the making of the work appropriate for the style of art being made?			
	Didn't rush to get it done, but paid attention to consistency in the work.			
Helpful	Was the student cooperative & generous in discussions & in helping others without doing it for them?			
	Were good questions asked?			
Work Habits	Did the student stay on the job?			
	Were conversations with classmates about the artwork, not other topics?			
Composition And Design	How are principles of design and composition used to make the visual elements work well?			
	Is it free from mistakes that distract from the unity and effectiveness of the whole?			

Art Rubric for Assessment of the Discussion & Writing on Art History, Aesthetics and Art Criticism - an Assessment Form

Category	Person evaluated _____ Your name _____	Check & comment here		
	Description	Good	Average	Needs work
Growth How does student now compare with earlier lessons?	In knowledge and vocabulary?			
	In awareness and perception? Noticing?			
	In interest, involvement, and attitude?			
	In spontaneous comments about art topics?			
Creativity	Speculates about meaning and feeling of work. Takes risks. Mentions alternatives.			
	How original and innovative are comments, questions, and answers?			
Fulfills Assignment	How well does written and spoken work solve the problems outlined in this assignment?			
	Are variations from the assignments made for valid & creative reasons?			
Knowledge	Gaining knowledge & awareness of art terminology & art purposes & concepts.			
	Gaining knowledge and awareness of artists and their styles and work.			
Helpful	Is the student positive, cooperative, tactful, & considerate in discussions?			
	A thoughtful listener. Asked good questions?			
Work Habits	Attentive and participatory?			
	Do conversations with classmates stick to art topics and other appropriate related topics?			
Composition	Did the student see and mention the principles of design and composition and explain how things worked visually?			

And Design

Explains visual causes and effects in art?

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Course: Art 1/ Drawing & Painting

Instructor: Tom White

Habit of the Graduate: Be a positive influence in your school community. MP1

Focus Question: People take on many different roles. Some people are teachers, artists, brothers, leaders, etc. What are some of the roles that describe you?

Title: What type of Eagle are you?

NJCCS

Standard 1.1 The Creative Process: *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.*

Standard 1.2 History of the Arts and Culture: *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

Standard 1.3 Performing: *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

Standard 1.4 Aesthetic Responses & Critique Methodologies: *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*

Objectives:

SWBAT:

1. Create a cartoon character of an eagle depicting one of the roles that describes the student. 1.3
2. Use colored pencil to create values and depth in their picture. 1.1
3. Create a well developed character with accurate proportions of the human figure.
4. Identify characteristics of different types of cartoons. (Anime, political cartoons, comic books.) 1.2
5. Assess their strengths and weakness using a self-critique. 1.4
6. Use personal preference when creating art. 1.4

Procedures:

1. Students will create an I Am poem to reflect on the different roles that they fill every day.
2. Students will be introduced to the proportion of the human figure. They will practice techniques using mannequins and live models.
3. Using PowerPoint, students will look at different examples of cartoons. Students will discuss similarities between each category,
4. Students will create their character using pencil. Students will create some type of setting that is appropriate to the role of their eagle character. Students will assemble characters using a cartoon parts packet. We discuss stereotypes in an effort to avoid them during the character creation phase. (ex. berets= artist)
5. Once their drawing is complete, students will add color using colored pencil. Students will create values based on a light source and create depth.
6. Students will outline with a sharpie marker.

Closure:

- How many heads tall is the average human figure?
- What are some characteristics seen in anime cartooning?
- What are some characteristics of political cartoons?

Assessment:

- Test: Characteristics of different cartoons
- Self Critique
- Figure Drawing- Gesture Drawings and Manequin Practice

Modifications:

As per students IEP:

- Extra time
- Written directions