



Explorations in 2D Art Grades 9-12

Unit #1

Course/Subject: Explorations in 2D Art/ Fine Arts	Grade: 9-12	Drawing from Observation	Suggested Timeline: 6-8 weeks
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Grade Level Summary	Introduction level course for students in grades 9 th through 12 th . This semester course is designed to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting history, media, processes, and techniques.
Grade Level Units	Unit 1: Drawing from Observation Unit 2: Illustration and Mark-making Unit 3: Non-objective and Abstracted forms

Unit Title	Drawing from Observation
Unit Summary	<p>Besides the benefit of learning how to draw, observational drawing helps students to slow down, take their time, learn to really see, notice details, and realize that improvement comes with practice. In the drawing from observation unit, students will discuss and practice a variety of observational drawing techniques, which will focus on gesture, contour, shape, value, creating texture, foreshortening, composition and space. From artist studies, students will observe and analyze how traditional and contemporary artists create the illusion of depth in their artworks.</p> <p>In this unit, students will also be introduced to course content, classroom expectations and procedures, characteristics of the medium(s), the importance of craftsmanship, care of materials and equipment, vocabulary, and safe practices.</p>

Unit Essential Questions: <ol style="list-style-type: none"> 1. What components make for a successful drawing? 2. How might sketching a figure aid an artist in representing a gesture? 3. How do artists create a realistic image? 4. Why is it important for a subject's expression and body language to complement each other? 5. How do artist utilize and adapt rules of composition to organize an artwork? 6. How do artists portray mood, feelings, or emotion using the rules of composition, the elements of art and principles of design? 7. How can blind/modified contour drawings help improve your drawing skills? 8. How do artists portray value in artwork? 9. How do artist use mark-making to create visual texture in 2-D artwork? 10. How do artists portray a 2-D world in a 2-D artwork? 	Key Understandings: <ol style="list-style-type: none"> 1. A gesture drawing is quick drawing, with little detail, which conveys movement or motion of the object being observed. 2. Artists study gestures of living or moving objects and how they relate to each other. 3. Gesture is everywhere, embodied in every object, person, and place; it is action, emotion, movement, and expression working together in one cohesive motion. 4. A contour is the edge of an object. 5. A contour drawing uses line to show the shapes or form of an object. 6. Physical texture, also known as actual texture or tactile texture, are the actual variations upon a surface. This can include, but is not limited to, fur, wood grain, sand, smooth surface of canvas or metal, glass, and leather. 7. In 2-D art, artists create the illusion of texture, which may be modeled from a tactile texture. 8. Artists create visual interest through mark making to create visual texture and add visual contrast to a composition.
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	<ol style="list-style-type: none"> Artists use the concept of juxtapositions to bring together familiar images and objects, either intentionally or randomly. Artists create the illusion of depth by using Linear Perspective, Overlapping, Size, Placement on the Surface, Color and Value, and Detail.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.12.A.	<p>Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <ul style="list-style-type: none"> Elements: color, form/shape, line, space, texture, value Principles: balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony
9.1.12.B.	<p>Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <ul style="list-style-type: none"> Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media
9.1.12.C.	Integrate and apply advanced vocabulary to the arts forms.
9.1.12.G	Analyze the effect of rehearsal and practice sessions. Analyze the effect of rehearsal and practice sessions.

Important Standards Addressed in the Unit:

9.1.12.H	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
9.3.12.C.	Apply systems of classification or interpreting works in the arts and forming a critical response.
9.4.12.A.	Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> Good artists do not make mistakes when creating artwork. Art rules need to be followed. Art depends on the talent and imagination of the artist. 	<ol style="list-style-type: none"> Artists are great problem solvers, who turn mistakes into opportunities to create interesting solutions. There are some basic rules in Art, but many great artworks are exceptions. There are no formulae for creating art; there is no right or wrong way either. Natural talent is not necessary to create art. Inspiration, practice and enjoying art process result in producing quality artworks.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Observe professional artists and practice specific techniques to improve skill level. Identify how artists use gestures in their artwork. Identify how one can create an interesting composition using line? Identify the difference between blind and modified contour drawings? Demonstrate proper use of terminology in describing processes, tools, and materials in the production of 2-D artworks. 	<ul style="list-style-type: none"> Draw multiple, quick gesture drawings of figures from images and life. Draw a timed controlled Blind Contour and Modified Contour of your hand Demonstrate use of angles, foreshortening, expression and harmony in a cohesive composition. Demonstrate understanding of pencil and charcoal mediums. Create an illusion of depth in a two-dimensional artwork, by using linear perspective, overlapping, size, placement on the surface, color and value, and detail. 	<ul style="list-style-type: none"> Record visual/written key concepts, artist studies, sketches, and reflections in Art Journal. Self-assess their work through written and verbal analysis, as well as class critiques. Foster and build on ideas based on previously gained knowledge. Practice safety procedures related to the use of materials, tools, and performance areas. Take responsibility for maintaining materials, tools and equipment, and following correct classroom procedures. Make connections to other discipline. Categorize and discuss examples of professional and student 2-D art forms from an historic point of view.

Academic Vocabulary:

<ul style="list-style-type: none"> Gesture Contour Blind Contour Drawing Modified Contour Drawing Value Quality of Line Weight of Line Tint Tone Shade Highlights 	<ul style="list-style-type: none"> Mid-tones Shadows Visual texture Tactile texture Juxtaposition Monochromatic Mark-making Space Foreground Middle ground Linear Perspective 	<ul style="list-style-type: none"> Background Figure Drawing Angles Foreshortening Expression Harmony Composition Diagonal Vertical Horizontal
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Assessments:

May include, but are not limited to:

- Formative: Student/teacher conferences, peer consultations, class participation, intra and interpersonal reflections, etc.
- Summative: Sketch/plan/thumbnailed, teacher evaluation, practice of skill method, performance measure project, quizzes, tests, etc.

Differentiation:

- Preferential seating; Additional clarification of content; Occasional need for one to one instruction; Minor adjustments or pacing according to the student's rate of mastery; If written work is difficult, use verbal/oral approaches; Modifications of assignments/testing; Reasonable extensions of time for task/project completion; Assignment sheet/notebook; Modified/adjusted mastery rates; Modified/adjusted grading criteria; Retesting opportunities; Specific adjustments made on an individual basis and in accordance with GIEP, IEP, or 504 plans.

Interdisciplinary Connections:

- Science (i.e., verification, technology, color theory, etc.)
- World Culture (i.e., styles, historical context, functional design, etc.)
- Math (i.e., proportion, estimation, measuring, volume, etc.)
- Family and Consumer Science, Technical Education (traditional functional design)

Additional Resources:

Created By:

Tonya Flickinger



Explorations in 2D Art Grades 9-12

Unit #2

Course/Subject: Explorations in 2D Art/ Fine Arts	Grade: 9-12	Illustration and Mark-Making	Suggested Timeline: 5-6 weeks
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Grade Level Summary	Introduction level course for students in grades 9 th through 12 th . This semester course is designed to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting history, media, processes, and techniques.
Grade Level Units	Unit 1: Drawing from Observation Unit 2: Illustration and Mark-making Unit 3: Non-objective and Abstracted forms

Unit Title	Illustration and Mark-making
Unit Summary	<p><i>“An “illustration” is a visualization or depiction made by an artist, or illustrator, such as a drawing, sketch, painting, photograph or other kind of image of things seen, remembered or imagined.”</i></p> <p><i>-Eleanor-Jayne Browne, Printmaking Teaching Notes, “Illustration, And Mark-Making”</i></p> <p>Illustration is a method of visual story telling. In this unit, students will be challenged to explore the use of line and mark-making to communicate a message or a story. Students will study and explore artists and methods of traditional and contemporary illustration. Through art making practices and reflections, students will explore, research, and create illustration in different two-dimensional media.</p>

Unit Essential Questions: <ol style="list-style-type: none"> How do artists show variations in quality and weight of line? How can artists create depth in a 2-D art? How do artists create illusions in 2-D art? How do artists communicate a message or story through 2-D media? How do artists create a balanced composition? How do artists utilize mark-making techniques to create value with ink? How does experimentation and exploration lead to more creativity? How can a critique be used to help in the artistic process? How do critiques present multiple problem solving opportunities? 	Key Understandings: <ol style="list-style-type: none"> Artists develop skills, techniques, and ideas in a sketchbook or visual journal to document and refine their process. Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Artistic progress is often characterized by cycles of experimentation. Effective communication skills are necessary to convey meaning and understanding to others. Personal attitudes, behaviors, knowledge and skills promote self awareness, personal responsibility and self-direction. The process of reflection enables one to understand and appreciate art. Line can be used to convey shape, texture and tone.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.12.B.	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. <ul style="list-style-type: none"> • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media
9.1.12.C.	Integrate and apply advanced vocabulary to the arts forms.
9.2.12.B.	Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
9.1.12.J.	Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Important Standards Addressed in the Unit:

9.1.12.E.	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
9.2.12.C.	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. The composition of an artwork involves only the placement of the objects. 2. Individual artist's style is difficult to accomplish. 3. Not everybody can understand art. 	<ol style="list-style-type: none"> 1. Composition engages all elements of an artwork, including color. 2. Establishing style means becoming and being you. One just needs time to practice and develop. 3. Understanding art is like understanding any other thing in life. Understanding art requires questioning and learning. There is no limit in learning; it is a life-time process.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Observe professional artists and practice specific techniques to improve skill level. • Demonstrate understanding of the principles and elements of design to create a successful composition • Demonstrate proper use terminology in describing processes, tools, and materials in the production of 2-D art. 	<ul style="list-style-type: none"> • Complete and assemble a practice booklet for line, pattern, space, mark-making to create value and contrast. • Assess and reflect on peer feedback. • Demonstrate knowledge of 2-D artworks by creating a successful composition, which incorporates a variety of line, visual texture, pattern, and contrast. • Illustrate a message in a variety of 2-D mediums. 	<ul style="list-style-type: none"> • Record visual/written key concepts, artist studies, sketches, and reflections in Art Journal. • Self-assess their work through written and verbal analysis, as well as class critiques. • Foster and build on ideas based on previously gained knowledge. • Practice safety procedures related to the use of materials, tools, and performance areas. • Take responsibility for maintaining materials, tools and equipment, and following correct classroom procedures. • Make connections to other discipline.

		<ul style="list-style-type: none"> • Categorize and discuss examples of professional and student 2-D art forms from an historic point of view.
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Academic Vocabulary:

<ul style="list-style-type: none"> • Pattern • Pop Art • Illustration • Mark-making • Illusion • Negative Space • Positive Space • Arts and Crafts Movement • Art Deco • Illuminated manuscripts 	<ul style="list-style-type: none"> • Printmaking • Propaganda • Social Realism • Line • Space • Contrast • Value • Balance • Pattern • Unity 	<ul style="list-style-type: none"> • Stippling • Hatching • Monochromatic • Polychromic • Stippling • Scrumbling • Cross hatching • Random hatching
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Assessments:

May include, but are not limited to:

- Formative: Student/teacher conferences, peer consultations, class participation, intra and interpersonal reflections, etc.
- Summative: Sketch/plan/thumbnaill, teacher evaluation, practice of skill method, performance measure project, quizzes, tests, etc.

Differentiation:

- Preferential seating; Additional clarification of content; Occasional need for one to one instruction; Minor adjustments or pacing according to the student's rate of mastery; If written work is difficult, use verbal/oral approaches; Modifications of assignments/testing; Reasonable extensions of time for task/project completion; Assignment sheet/notebook; Modified/adjusted mastery rates; Modified/adjusted grading criteria; Retesting opportunities; Specific adjustments made on an individual basis and in accordance with GIEP, IEP, or 504 plans.

Interdisciplinary Connections:

- Science (i.e., verification, technology, color theory, etc.)
- World Culture (i.e., styles, historical context, functional design, etc.)
- Math (i.e., proportion, estimation, measuring, volume, etc.)
- Family and Consumer Science, Technical Education (traditional functional design)

Additional Resources:

Eleanor-Jayne Browne, Printmaking Teaching Notes, "Illustration, And Mark-Making"

Created By:

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Explorations in 2D Art Grades 9-12

Unit #3

Course/Subject: Explorations in 2D Art/ Fine Arts	Grade: 9-12	Non-objective and Abstracted forms	Suggested Timeline: 5-6 weeks
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Grade Level Summary	Introduction level course for students in grades 9 th through 12 th . This semester course is designed to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting history, media, processes, and techniques.
Grade Level Units	Unit 1: Drawing from Observation Unit 2: Illustration and Mark-making Unit 3: Non-objective and Abstracted forms

Unit Title	Non-objective and Abstracted forms
Unit Summary	<p>Non-objective art has no derivation from figures or objects. Non-objective art may simply depict shapes, colors, lines, but may also express things that are not visible, like emotions or feelings. Abstraction indicates a departure from reality in depiction of imagery in art. Abstraction exists along a continuum; abstract art can formally refer to compositions that are derived or abstracted, from a figurative or other natural sources. Picasso is a well-known artist who used abstraction in many of his paintings and sculptures. He created figures, which were often simplified, distorted, exaggerated, or geometric.</p> <p>In this unit, students will explore color theory, color mixing and color schemes. Through art making practices, artist studies, and reflection, students will research and create non-objective and abstracted inspired compositions in a variety of two-dimensional media. This unit will focus on exploring line, shape, form, unity, emphasis, rhythm and movement, repetition, and pattern to create a balanced composition.</p>

Unit Essential Questions: <ol style="list-style-type: none"> How do artists visually convey the perception of emotions, ideas, sensory experiences, messages, moods, and concepts? How do artists create a balanced composition? How do artists create secondary and tertiary colors from the primary colors? How do artists learn from trial and error? How do artists incorporate the elements and principles of design to create a successful abstract composition? What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? What is non-objective art? 	Key Understandings: <ol style="list-style-type: none"> Artists experiment with forms, structures, materials, concepts, media and art-making approaches. Artists immerse themselves in the process of experimentation and discover empowered experiences to create their visual voice. Artists construct, select, edit and present visual images through formalism, expressionism, craft and postmodern practices. Artists use elements of art and principles of design to organize visual communication. Media exploration is essential for creativity. Trial and error are part of the learning process. Great art requires skills and discipline to turn notions into a quality product. The artistic process can lead to unforeseen or unpredictable outcomes.
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	<p>9. Creativity and innovative thinking are essential life skills that can be developed.</p> <p>10. Abstract art, non-figurative art, non-objective art, and non-representational art are related terms that indicate a departure from reality in the depiction of imagery in art.</p>
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.12.B.	<p>Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <ul style="list-style-type: none"> Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media
9.1.12.E.	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
9.2.12.C.	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.3.12.C.	Apply systems of classification for interpreting works in the arts and forming a critical response.

Important Standards Addressed in the Unit:

9.1.12.A.	Know and use the elements and principles of each art form to create works in the arts and humanities. Elements: Visual Arts: color; form/shape; line; space; texture; value. Principles: Visual Arts: balance; contrast; emphasis/focal point; movement/rhythm; proportion/scale; repetition; unity/harmony
9.1.12.C.	Integrate and apply advanced vocabulary to the arts forms.
9.1.12.K.	Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> The purpose of art is mainly decorative. Some people are better at mixing paint to get a desired color. Balance is symmetry. Abstract art is not real art. 	<ol style="list-style-type: none"> Although most artworks are used to help in both interior and exterior decorating, many art pieces are created as a result of different inspirations: personal feelings, emotions, passions; political or religious reasons or in honor or memory of people and events. An unhappy artist may create a stunning work of art but there may be no one to wish to decorate with a depressing looking picture or a revolting sculpture. Some people think they can never become artists, because they find it is very difficult to mix paints to produce the desired colors. Playing with colors, understanding and experimenting is the way to become better at mixing colors. Balance can be achieved by having equal weighting of objects in a composition. An image does not need to be symmetric to be balanced. Abstract art is just as valuable to our culture as any other art genre. Non-objective art may simply depict shapes, colors, lines, but may also express things that are not visible, like emotions or feelings.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Research and analyze Abstract art, Non-figurative art, Non-objective art, Non-representational art Experiment with contemporary uses of paint mediums. Identify and define color schemes; Complementary, Analogous, Split Complementary, Double Split Complementary, and Triadic Demonstrate understanding of the elements and principles of design and how they can be used to create a successful composition. 	<ul style="list-style-type: none"> Create an artist statement that explains the intent of their artworks. Demonstrate essential and specialty painting (acrylic, watercolor, acrylic mediums, etc.) techniques. Assemble a practice booklet displaying color and compositional practices. Demonstrate knowledge of abstract artworks by creating a composition that conveys perception of emotions, ideas, or sensory experiences into a two-dimensional artwork. 	<ul style="list-style-type: none"> Record visual/written key concepts, artist studies, sketches, and reflections in Art Journal. Self-assess their work through written and verbal analysis, as well as class critiques. Foster and build on ideas based on previously gained knowledge. Practice safety procedures related to the use of materials, tools, and performance areas. Take responsibility for maintaining materials, tools and equipment, and following correct classroom procedures. Make connections to other discipline. Categorize and discuss examples of professional and student 2-D art forms from an historic point of view.

Academic Vocabulary:

<ul style="list-style-type: none"> Complementary Analogous Split Complementary Double Split Complementary Triadic Composition Movement Primary colors 	<ul style="list-style-type: none"> Abstract art Non-figurative art Non-objective art Non-representational art Abstracted Forms Repetition Pattern Secondary colors 	<ul style="list-style-type: none"> Balance Symmetry Unity Variety Emphasis Contrast Rhythm Tertiary colors
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Assessments:

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Additional Resources:

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