






Drawing II

Teacher: Kari Halker-Saathoff, Sara Henrikson

2020-2021

Content	Skills (CFA)	Learning Targets	Assessment (CSA)	Resources & Technology
<p> 5.A.1.1 5. Visual Arts ALL</p> <p>ALL CEQ:</p> <ul style="list-style-type: none"> How do you start to develop a "voice" in drawing? <p>UEQ:</p> <ul style="list-style-type: none"> What are the main subjects we covered in Drawing and Painting I and how are they important to drawing II? How does an artist create original artistic ideas? What do you think your drawing voices look like and has it changed over time? 	<p>A. Expectations and Review For Drawing II</p> <p> CREATE 5.9.2.2.1 5. Visual Arts HS 2. Create 2.5.9.2.2.2 5. Visual Arts HS 2. Create 25.9.2.3.1 5. Visual Arts HS 2. Create 3.5.9.2.3.2 5. Visual Arts HS 2. Create 35.9.2.4.1 5. Visual Arts HS 2. Create 4.</p> <p>A1. Create artwork that expresses an idea and demonstrates learning.</p> <p>A2. Create a collection of artwork.</p> <p>A3. Read, reflect, revise, and analyze artwork based on feedback.</p> <p>A4. Find and generate original artistic ideas.</p> <p>A5. Understand and appreciate art and art history.</p> <p><u>Connect</u></p>	<p>A. Expectations and Review For Drawing II</p> <p> Present</p> <p>5.9.3.5.1 5. Visual Arts HS 3. Present 5 5.9.3.6.1 5. Visual Arts HS 3. Present 6 5.9.3.6.2 5. Visual Arts HS 3. Present 6</p> <p>A1. I can create artwork that expresses an idea and demonstrates learning.</p> <p>A2. I can create a collection of artwork.</p> <p>A3. I can read, reflect, revise, and analyze artwork based on feedback.</p> <p>A4. I can find and generate original artistic ideas.</p> <p>A5. Understand and appreciate art and art history</p>	<p>A. Expectations and Review For Drawing II</p> <p> Respond</p> <p>5.9.4.7.1 5. Visual Arts HS 5.9.4.8.1 5. Visual Arts HS 4. 5.9.4.8.2 5. Visual Arts HS 4.</p> <p>A1. Following the expectations of the assignment</p> <p>A2. Production of artwork</p> <p>A3. Written and Verbal Critique.</p> <p>A4. Rubric for sketches for the assignment.</p> <p>A5. Research paper and presentation of an artist</p>	<p>A. Expectations and Review For Drawing II</p> <p> Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>Davis - Drawing textbook</p> <p>Discover Art History - TextBook</p> <p>Gardner's Art History - TextBook</p> <p>Lectures</p> <p>P.P. Presentations.</p> <p>Scholastic Art & Writing</p>

CEQ:

- What is rendering/drawing/mark making?


UEQ:

- What are the drawing mediums we used in Level II?




5.9.5.10.1 5. Visual Arts HS 5. Connect 10.

B. Review Mediums/ Still Life

 Visual Arts HS Create
5.9.2.3.2
Visual Arts HS Present 5.9.3.5.1
Visual Arts HS Present 5.9.3.6.1
Visual Arts HS Respond 5.9.4.7.1


- B1. Graphite
- B2. Charcoal
- B3. Ink
- B4. Oil Pastels
- B5. Colored Pencil

B. Review Mediums - CFA

 CREATE 5.9.2.2.1 5.
Visual Arts HS 2. Create 2.5.9.2.2.2 5.
Visual Arts HS 2. Create 25.9.2.3.1 5.
Visual Arts HS 2. Create 3.5.9.2.3.2 5.
Visual Arts HS 2. Create 35.9.2.4.1 5.
Visual Arts HS 2. Create 4.


- B1. Understand how to apply Graphite to paper
- B2. Introduce, demonstrate, and understand how to apply Charcoal to paper
- B3. Introduce, demonstrate, and understand various pen and ink techniques
- B4. Introduce, demonstrate, and understand how to manipulate color with pastels
- B5. Introduce, demonstrate, and understand how to apply and mix Oil Pastels

B. Review Mediums

 Visual Arts HS Create
5.9.2.2.1
Visual Arts HS Create 5.9.2.2.2
Visual Arts HS Create 5.9.2.3.1
Visual Arts HS Create 5.9.2.3.2
Visual Arts HS Create 5.9.2.4.1


- B1. I understand how to apply Graphite to paper
- B2. I understand how to apply Charcoal to paper
- B3. I can demonstrate various pen and ink techniques
- B4. I can show how to manipulate color with pastels
- B5. I understand how to apply and mix Cra Pas (oil pastels)

B. Review Mediums - CSA

 Visual Arts HS Present 5.9.3.5.1
Visual Arts HS Present 5.9.3.6.1
Visual Arts HS Respond 5.9.4.7.1
Visual Arts HS Respond 5.9.4.8.1
Visual Arts HS Respond 5.9.4.8.2
Visual Arts HS Create 5.9.2.3.2
Visual Arts HS Create 5.9.2.4.1

- B1. Graphite Study/
Value Study
- B2. Charcoal Study/
Drapery
- B3. Hatching/ Cross
Hatching/ Scribbling/
Pointillism Studies
- B4. Complementary
Study with Pastel
- B5. Complementary
Study with Cra Pas
- B1-5 CA Metaphorical
Still Life






B. Review Mediums






 Visual Arts HS Respond
5.9.4.7.1
Visual Arts HS Respond
5.9.4.8.1 Visual Arts HS
Respond 5.9.4.8.2







A1-5. Various readings-
"The Complete Drawing
Course" Ian Simpson pgs.
12-61

Artist: Robert Longo, Jim
Dine, Helen Frankenthaler












Scholastic Art & Writing

C. Self-Portrait	C. Self-Portrait	C. Self-Portrait	C. Self-Portrait	C. Self-Portrait
<p> Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <p>C1. Images and History C2. Artists Statement C3. Self-Portrait C4. Critique</p> <p>UEQ:</p> <ul style="list-style-type: none"> Why do artists do self-portraits/worki ng with scale ? 	<p> CREATE 5.9.2.2.1 5. Visual Arts HS 2. Create 2.5.9.2.2.2 5. Visual Arts HS 2. Create 25.9.2.3.1 5. Visual Arts HS 2. Create 3.5.9.2.3.2 5. Visual Arts HS 2. Create 35.9.2.4.1 5. Visual Arts HS 2. Create 4.</p> <p>C1. Understand why artist have continued to make self-portraits throughout history. C2. Understand how to write and revise an artist statement C3. Create an drawing of a self-portrait C4. Self-Critique/ Individual critique/ Group Critique</p>	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>C1. I understand why artist have continued to make self-portraits throughout history. C2. I understand how to write and revise an artist statement C3. I can create an drawing of a self-portrait C4. I can self-critique/ Individual critique/ Group Critique</p>	<p> Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>C1. Quiz C2. Artists Statement C3. Self-Portrait Artwork C4. Self-Critique and Group Discussion C1-4. CSA- Expressive Self-Portrait</p>	<p> Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>C1. Frida Kahlo, Mary Cassatt, Augusta Savage, Shirin Neshat, K Chuck Close/ Self-portrait Powerpoint C2. Artist Statement Examples</p> <p>Scholastic Art & Writing</p>






<p>D. Research Assignment: Drawing Development</p> <p> Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <p>D1. Images and History D2. Style D3. Personal Voice D4. Developing a Drawing D5. Artists Statement D6. Critique</p> <p>UEQ:</p> <ul style="list-style-type: none"> ● How do artist come up with ideas? ● How can drawing communicate? ● How do artists develop a drawing? ● What is a "Style" or "Voice" in art? 	<p>D. Developing a Drawing</p> <p> CREATE 5.9.2.2.1 5. Visual Arts HS 2. Create 2.5.9.2.2.2 5. Visual Arts HS 2. Create 25.9.2.3.1 5. Visual Arts HS 2. Create 3.5.9.2.3.2 5. Visual Arts HS 2. Create 35.9.2.4.1 5. Visual Arts HS 2. Create 4.</p> <p>D1. Understand how artists work to develop a drawing/ artwork D2. Understand style and be able to recognize style the difference between Personal Style, Regional Style, and Historical Style D3. Understand Personal Voice and be able to recognize personal voice in an artwork D4. Create a group of work based off historical reference, Style, and Voice D5. Create an Artist Statement D6. Write a Critique on an artist</p>	<p>D. Developing a Drawing</p> <p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>D1. I understand how artists work to develop a drawing/ artwork D2. I understand style and be able to recognize style the difference between Personal Style, Regional Style, and Historical Style D3. I understand Voice and be able to recognize voice in an artwork D4. I create a group of work based off historical reference, Style, and Voice D5. I create an Artist Statement D6. I write a Critique on an artist</p>	<p>D. Developing a Drawing</p> <p> Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>D1. Quiz, Research Workbook D2. Quiz, Research Workbook D3. Quiz, Research Workbook D4. Series of 10 Drawings D5. Artist Statement D6. Written Critique D1-6. CSA-Research Portfolio</p>	<p>D. Developing a Drawing</p> <p> Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>D1-4 Powerpoint D1-4 Readings- D5. How to Write an Artist Statement website</p> <p>Scholastic Art & Writing</p>
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E. Alternative Landscape/Ink	E. Alternative Landscape/Ink	E. Alternative Landscape/Ink	E. Alternative Landscape/Ink	E. Alternative Landscape/Ink
<p> Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1</p> <p>E1. Images and History E2. Traditional Landscape E3. Non-traditional Landscape E4. Familiar Landscape E5. George Morison</p> <p>E6. Critique</p> <p>UEQ:</p> <ul style="list-style-type: none"> • How are landscapes created in other cultures • Why create landscapes? 	<p> 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p> CREATE 5.9.2.2.1 5. Visual Arts HS 2. Create 2.5.9.2.2.2 5. Visual Arts HS 2. Create 2.5.9.2.3.1 5. Visual Arts HS 2. Create 3.5.9.2.3.2 5. Visual Arts HS 2. Create 3.5.9.2.4.1 5. Visual Arts HS 2. Create 4.</p> <p>E1. Understand why artists create landscapes. E2. Understand and demonstrate how a traditional landscape is composed and created E3. Understand and demonstrate how a non-traditional landscape is created and composed.</p> <p>E4. Create an alternative landscape E5. Identify George Morisons art.</p> <p>E6. Write a self-critique</p>	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>E1. I understand why artists create landscapes. E2. I understand and demonstrate how a traditional landscape is composed and created E3. I understand and demonstrate how a non-traditional landscape is created and composed. E4. I can create an alternative landscape</p> <p>E5. I can understand why George Morrison works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.</p>	<p> Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>E1. Quiz E2. Traditional Landscape Drawing E3. Non-traditional Landscape Drawing E4. Familiar Landscape Drawing E5. Critique E1-6 CSA-Alternative Landscape</p>	<p> Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>E1-4. Powerpoint and images E2-4. Reading- E5- https://mmaa.org/portfolio-item/george-morrison/</p> <p>YouTube</p> <p>MN Original</p> <p>Scholastic Art & Writing</p> <p>https://www.pbs.org/video/Gregory-Euclide-594312H-2/</p> <p>https://www.youtube.com/watch?v=v1V6iO1RzQ8&feature=emb_logo&disable_polymer=true</p>






		E6. I can write a critique on a students landscape using the STMA critique process		
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<p>F. Historical</p> <p> Connect 5.8.5.10.1 5. Visual Arts 8 5. Connect 10. 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p>F1. George Morrison, Frank Bigbear, and Maggie Thompson</p> <p>F2. How culture and art are reflective.</p> <p>F3. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.</p>	<p>F. Historical</p> <p> Connect 5.8.5.10.1 5. Visual Arts 8 5. Connect 10. 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p>F1. Show and introduce students to a video on George Morrison, Frank Bigbear, and Maggie Thompson and compare/contrast the differences.</p> <p>F2. Discuss and compare how cultures influence artwork, more specifically ceramic.(Greek Vases)</p> <p>F3. Appraise the impact of art, an artist, or a group of artists on the beliefs, values and behaviors of a society.</p>	<p>F. Historical</p> <p> Connect 5.8.5.10.1 5. Visual Arts 8 5. Connect 10. 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p> CREATE : Create, generate, originality, and revision.</p> <p>5.9.2.2.1 5. Visual Arts HS 2. Create 2. 5.9.2.2.2 5. Visual Arts HS 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.9.2.3.2 5. Visual Arts HS 2. Create 3 5.9.2.4.1 5. Visual Arts HS 2. Create 4.</p> <p> CREATE 5.8.2.2.1 5. Visual Arts 8 2. Create 2.5.8.2.2.2 5. Visual Arts 8 2. Create 2.5.9.2.3.1 5. Visual Arts HS 2. Create 3.5.8.2.3.2 5. Visual Arts 8 2. Create 3.</p> <p>F1. I can identify George Morrison, Frank Bigbear, and Maggie Thompson and compare/contrast the differences.</p>	<p>F. Historical</p> <p> Connect 5.8.5.10.1 5. Visual Arts 8 5. Connect 10. 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p> Respond: Respond, Analyze, and Respond 5.9.4.7.1 5. Visual Arts HS 5.9.4.8.1 5. Visual Arts HS 4. 5.9.4.8.2 5. Visual Arts HS 4.</p> <p> Respond 5.8.4.7.1 5. Visual Arts 8 4. Respond 7. 5.8.4.8.1 5. Visual Arts 8 4. Respond 8. 5.8.4.8.2 5. Visual Arts 8 4. Respond 8</p> <p>F1.  A compare/contrast paper on George Morrison, Frank Bigbear, and Maggie Thompson CA/CSA</p> <p>F2. Write a paper on the use of clay in a chosen culture. Container with</p>	<p>F. Historical</p> <p> Connect 5.8.5.10.1 5. Visual Arts 8 5. Connect 10. 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p> Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>F1. Video on George Morrison, Frank Bigbear, and Maggie Thompson F2. Scholastic magazine reading and questions</p> <p>F3. https://intersectingart.umn.edu/?lessons https://intersectingart.umn.edu/ https://www.tpt.org/mn-original/profile/maggie-thompson/</p>
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<p>UEQ:</p> <ul style="list-style-type: none"> • What are the historical implications on ceramic and the contributions of Minnesota American Indian tribes and communities? 		<p>F2. I can discuss how cultures influence artwork.</p> <p>F3. I can identify and discuss the artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities</p>	<p>Lid-Distinct Cultural Style of Decoration (Greek, Egyptian, Indian, Native Am.).CA/CSA</p> <p>F3. Create a piece of work that is inspired by Minnesota American Indian tribes and communities.CA/CSA</p>	<p>Artist Frank Bigbear</p> <p>https://www.tpt.org/mn-original/profile/frank-big-bear/</p>
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G. Objects/Charcoal	G. Objects/Charcoal	G. Objects/Charcoal	G. Objects/Charcoal	G. Objects/Charcoal
<p> Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Connect 5.9.5.10.1 5.</p> <p>G1. Images and History G2. Composition G3. Scale & Proportion G4. Contrast G5. Explore the work of charcoal artists: Robert Longo, J.M. Culver</p> <p>UEQ:</p> <ul style="list-style-type: none"> • How do artists utilize everyday objects in their work? • How can scale and proportion affect a composition? • How can you create contrast in a composition using charcoal? 	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Explore expressive language with charcoal</p> <p>G1. Discuss the use of scale and proportion G2. Develop sketches of everyday objects or recognizable subjects G3. Create small studies using graphite/charcoal G4. Develop a charcoal drawing using charcoal G5. Implement contrast between the positive and negative space G6. Self-Critique/ Individual critique/ Group Critique Individual critique/ Group Critique</p>	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>G1 I can compare and analyze representational drawing/painting from history</p> <p>G2 I can develop a representational drawing using charcoal</p> <p>G3 I can create a representational drawing using charcoal</p> <p>G4 I can revise my work based on feedback</p>	<p> Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>G1. Representational Drawing G2. Sketches/Studies G3. In-Progress Critique G4. Critique G1-5 CSA-Objects/Charcoal</p>	<p> Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>Davis - Drawing textbook</p> <p>Discover Art History - TextBook</p> <p>Gardner's Art History - TextBook</p> <p>Lectures</p> <p>P.P. Presentations.</p> <p>YouTube</p> <p>Scholastic Art & Writing</p> <p>https://www.creativeblog.com/advice/charcoal-techniques-12-expert-tips</p>

H. Tools/Oil Pastel	H. Tools/Oil Pastel	H. Tools/Oil Pastel	H. Tools/Oil Pastel	H. Tools/Oil Pastel
<p> Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Connect 5.9.5.10.1 5.</p> <p>H1. Images and History H2. Composition H3. Scale & Proportion H4. Contrast H5. Explore the work of charcoal artists: Jim Dine, Jennifer Cavan</p> <p>UEQ:</p> <ul style="list-style-type: none"> • How do artists utilize everyday objects in their work? • What is Style? • How can color be symbolic? 	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Explore Expressive language with oil pastel H1. Discuss the Aesthetic Response. H2. Develop an Pop Art drawing using oil pastel H3. Understand the symbolism of color H4. Discuss the use of symbols, patterns and repetition in drawing. H5. Self-Critique/ Individual critique/ Group Critique</p>	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>H1 I can compare and analyze pop art drawings/paintings from history</p> <p>H2 I can develop a pop art drawing using oil pastel</p> <p>H3 I can create a pop art drawing using oil pastel</p> <p>H4 I can revise my work based on feedback</p>	<p> Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>H1. Pop Art H2. Sketches/Studies H3. In-Progress Critique H4. Critique H1-5 CSA-Tools/Oil Pastel</p>	<p> Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>Davis - Drawing textbook</p> <p>Discover Art History - TextBook</p> <p>Gardner's Art History - TextBook</p> <p>Lectures</p> <p>P.P. Presentations.</p> <p>YouTube</p> <p>Scholastic Art & Writing</p> <p>https://www.youtube.com/watch?v=yGjViCb0fI</p>

I. Food & Feasting/Colored Pencil	I. Food & Feasting/Colored Pencil	I. Food & Feasting/Colored Pencil	I. Food & Feasting/Colored Pencil	I. Food & Feasting/Colored Pencil
<p> Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Connect 5.9.5.10.1 5.</p> <p>I1. Images and History I2. Visual Movement I3. Visual Storytelling I4. Emphasis I5. Explore the work of charcoal artists: Wayne Thiebaud, Morgan Davidson, Kelly Lahar</p> <p>UEQ:</p> <ul style="list-style-type: none"> • How do artists tell stories? • What is Style? • How can food & feasting elements be symbolic? 	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>Explore expressive language with colored pencil</p> <p>I1. Discuss the use of food and feasting elements in artwork throughout history. I2. Develop sketches of original compositions incorporating food and feasting elements I3. Create small studies of food and feasting objects using colored pencil I4. Understand the symbolism of color and food I5. Discuss the use of storytelling in drawing. I6. Create an original food & feasting inspired drawing using colored pencil I7. Self-Critique/</p>	<p> Visual Arts HS Create 5.9.2.2.1 Visual Arts HS Create 5.9.2.2.2 Visual Arts HS Create 5.9.2.3.1 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>I1 I can compare and analyze drawings/paintings from history that include food and feasting influences</p> <p>I2 I can develop a colored pencil drawing that includes food and feasting influences</p> <p>I3 I can create a colored pencil drawing that includes food and feasting influences</p> <p>I4 I can revise my work based on feedback</p>	<p> Visual Arts HS Present 5.9.3.5.1 Visual Arts HS Present 5.9.3.6.1 Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2 Visual Arts HS Create 5.9.2.3.2 Visual Arts HS Create 5.9.2.4.1</p> <p>I1. Representational Drawing I2. Sketches/Studies I3. In-Progress Critique I4. Critique I1-5 CSA-Food & Feasting/Colored Pencil</p>	<p> Visual Arts HS Respond 5.9.4.7.1 Visual Arts HS Respond 5.9.4.8.1 Visual Arts HS Respond 5.9.4.8.2</p> <p>Davis - Drawing textbook</p> <p>Discover Art History - TextBook</p> <p>Gardner's Art History - TextBook</p> <p>Lectures</p> <p>P.P. Presentations.</p> <p>Padlet</p> <p>iPhone/iPad (time-lapse)</p> <p>YouTube</p> <p>Scholastic Art & Writing</p> <p>https://www.youtube.com/watch?v=xR-fMQOd7b0&feature=emb_logo</p>

	Individual critique/ Group Critique			
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