






Drawing and Painting I

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September 2020 DRAWING AND PAINTING I

Content	Skills	Learning Targets	Assessment	Resources & Technology
<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>CEQ: What is Drawing and Painting?</p> <p><u>Course Description</u></p> <p>This class will teach beginning concepts in drawing and painting. During the class students will focus on the initial questions of “What is drawing?”, “Why draw?” and develop a connection between drawing and painting. Students will understand how to work critically through analysis and interpretation while completing drawings and paintings. Students will not only work in various</p>	<p>A. Drawing Purpose</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>A1.Show information and understanding in drawing A2.Express intent and story lines in drawing A3.Develop imaginary imagery A4. Show understanding of a critique</p>	<p>A. Drawing Purpose</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>LT1.I can show information and understanding in drawing LT2.I can express intent and story lines in drawing LT3.I can develop imaginary imagery LT4. I can show understanding of a critique</p>	<p>A. Drawing Purpose</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>CSA = Observational Drawing (Classroom) CSA = .Comic Strip (Sketchbook) CSA = Imagination Drawing (Sketchbook) CSA = .Critique CSA = Assessment Sheet Davis</p>	<p>A. Drawing Purpose</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>A1-4 Davis Drawing Text pg. 2-27 A4. Describe and analyze worksheet</p>

mediums such as graphite, ink, charcoal, watercolor and tempera, but will also write, study historical perspectives and understand why drawing is an essential skill in today's world.

UEQ:

- Why draw? Why Paint?
- How does the critique process work?
- How does value and color work?

A. Drawing Purpose

A1.Record Information and understanding

A2.Story and expression


A3.Imagination

A4.The critical process

UEQ:

- What are the Elements of Design?
- What are the Principles of Design?
- How do the Elements and Principles work in drawing?

B. Elements and Principles

 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.

B1. Line, Shape, Space

B2. Form, Value, Texture


B3. Color

B4. Emphasis, Balance,
Proportion/Contrast

B5. Pattern/Rhythm,
Movement, Unity

B6. Minnesota Native
American

B. Elements and Principles

 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
Visual Arts HS Connect
5.9.5.10.1 5.

B1. Develop imagery that
contains line, shape and
space.

B2. Develop imagery that
displays the use of form,
value and texture


B3. Use Color

B4. Show the use of
Emphasis, Balance,
Proportion/Contrast

B5. Show the use of
Pattern/Rhythm,
Movement and Unit

B6. Create a successful
Design showing Minnesota
Native American

B. Elements and Principles

 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
Visual Arts HS Connect
5.9.5.10.1 5.

LT1. Develop imagery that
contains line, shape and
space.

LT2. Develop imagery that
displays the use of form,
value and texture


LT3. Use Color

LT4. Show the use of
Emphasis, Balance,
Proportion/Contrast

LT5. Show the use of
Pattern/Rhythm,
Movement and Unit

LT6. Create a successful
Design showing Minnesota
Native American

B. Elements and Principles

 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

CSA = Contour line
drawing emphasizing
figure-ground relationship


CSA = Value drawing
using graphite

CSA = Colored pencil
study

CSA = Drawing using
informal balance to create
the emphasis

CSA = .Draw a tessellation






B. Elements and Principles






 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

B1-5 Davis Drawing Text
pg.28-47


B5. <http://www.tessellations.org>

C.Still Life	C.Still Life	C.Still Life	C. Still Life	C. Still Life
<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. History/ Context C2. Line, Stroke, Tone C3. Forms with value C4. Forms in Space C5. Critique</p> <p>UEQ:</p> <ul style="list-style-type: none"> • What is a Still Life? • Why create Still Lives? 	<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. Compare and analyze still life from history C2.Develop studies that contain variations of line, stroke and tone C3 Develop studies that contain forms developed by value C4 Develop studies that contain forms in space i.e. foreshortening objects C1-5 Develop a Final Still Life</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>LT1. I can compare and analyze still life from history LT2. I can develop studies that contain variations of line, stroke and tone LT 3 I can develop studies that contain forms developed by value LT 4 I can develop studies that contain forms in space i.e. foreshortening objects LT5 I can develop a Final Still Life</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>CFA = Critique- Baroque Still Life vs Contemporary Still Life CSA = Gesture Drawing (classroom/ Sketch) CSA = Value Drawing (Classroom/Sketch) CSA = Foreshorten objects (classroom/Sketch)]</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>C1-5. Davis Drawing Text. pg. 69-87 C2-5. Cezanne/ Flemish/ O'keeffe/ Audry Flack</p>

<p>D.Landscape</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 Visual Arts HS Connect 5.9.5.10.1 5.</p> <p>D1.History/ Context D2. Organize landscapes D2. The Landscape</p> <p>UEQ:</p> <ul style="list-style-type: none"> • What is a Landscape • Why do artists create landscapes • How are landscapes organized 	<p>D. Landscape</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 Visual Arts HS Connect 5.9.5.10.1 5.</p> <p>D1 Compare and Analyze a landscape drawing/painting from history D2 Develop a landscape watercolor painting D3 Create a landscape watercolor painting</p>	<p>D. Landscape</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 Visual Arts HS Connect 5.9.5.10.1 5.</p> <p>LT1 I can compare and Analyze a landscape drawing/painting from history LT2 I can develop a landscape watercolor painting LT3 I can create a landscape watercolor painting</p>	<p>D. Landscape</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 Visual Arts HS Connect 5.9.5.10.1 5.</p> <p>CSA = Written Critique CFA = Sketches (Classroom/Sketchbook) CSA = Final Painting - Watercolor</p>	<p>D. 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 Visual Arts HS Connect 5.9.5.10.1 5.</p> <p>D1-3. Davis Drawing Text. pgs. 91-109 D1-3. Hudson River School/ Impressionist/ Contemporary/ Regionalist</p>
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<p>E.Perspective-Spacial and Linear</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>E1. One-Point Perspective E2. Two-Point Perspective</p> <p>UEQ:</p> <ul style="list-style-type: none"> • How do you create three-dimensional space on a two-dimensional surface? 	<p>E. Perspective-Spacial and Linear</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.Compare and Analyze Linear Perspective E2.Compare and Analyze Spacial perspective E1-3.Create a linear perspective drawing E4. Understand the use of Atmospheric Perspective/ Size/ Spacial Relationships </p>	<p>E. Perspective-Spacial and Linear</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>LT1. I can compare and Analyze Linear Perspective LT2.I can compare and Analyze Spacial perspective LT3.I can create a linear perspective drawing LT4. I can understand the use of Atmospheric Perspective/ Size/ Spacial Relationships</p>	<p>E.Perspective-Spacial and Linear</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>CFA = Class Discussion CFA = Drawing (Hallway, Room, Imagination) CFA = Drawing (Observation) CSA = 1-Point and 2-point Linear Perspective</p>	<p>E. Perspective-Spacial and Linear</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. Davis Drawing Text. pgs. 111-131 E1-4. M.C. Escher/</p>
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F. Portraits


 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

F1. Anatomy and the Portrait
F2. Portraits as Documents
F3. Expressions
F4. Portraits as Illustration and Exploration
F5. The Self-Portrait

UEQ:


- What are the different purposes of Portraits?

F. Portraits

 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


F1. Develop facial proportion study
F2. Compare and Contrast Two Portraits
F3 Develop an Illustrative Self-Portrait
F4. Develop an expressive self-portrait

**F. Portraits**

 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


LT1. I can develop facial proportion study
LT2. I can compare and Contrast Two Portraits
LT3 I can develop an Illustrative Self-Portrait
LT4. I can develop an expressive self-portrait

F. Portraits

 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


CSA = Sketchbook Drawing
CSA = Writing in Sketchbook (Van Gogh vs. Rembrandt)
CSA = Black and white self-portrait from a mirror
CSA = Color Self-Portrait Drawing from a photograph
CSA = **Self-Portrait from a mirror**

F. Portraits.

 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

F1-4. Davis Drawing Text pgs. 133-158
F1-4. Davis Drawing Text pgs. 159-181
F1-4. John Singer Sargeant/ Chuck Close/ Rembrandt/ Van Gogh/ Norman Rockwell/

G. Abstraction and The Expressive Language


 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

G1.Expressive Language/
The Aesthetic Response
G2Abstract vs.
Non-Objective
G3.Meaningful color
G4. Signs and Symbols

UEQ:


- What is the Aesthetic response?
- How does abstraction start?
- How do the elements and principles work in an abstract work?

G. Abstraction/ Expressive Language

 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


G1. Discuss the Aesthetic Response.
G2. Develop an Abstract Drawing
G3. Develop a Non-objective Drawing
G4. Understand the symbolism of color
G5. Discuss the use of symbols and signs in drawing.
G6. Explore Expressive language with various mediums

G. Abstraction/ Expressive Language

 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


LT1. I can discuss the Aesthetic Response.
LT2. I can develop an Abstract Drawing
LT3. I can develop a Non-objective Drawing
LT4. I can understand the symbolism of color
LT5. I can discuss the use of symbols and signs in drawing.
LT6 I can explore Expressive language with various mediums

G. Abstraction/ Expressive Language






 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






CSA = Sketchbook Drawing
CFA = Group discussion
CSA = Abstract Drawing
CSA = Non-objective Drawing
CSA = Discussion and quiz
CFA = Discussion.






G. Abstraction/ Expressive Language






 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

G1-4. Davis Drawing Text pgs. 201-219
G1-4. Kandinsky/ Mondrian/ Richard Diebenkorn/ Rothko/ Frank Stella/

H. Paint, value and color	H. Paint, Value and Color	H. Paint, Value and Color	H. Paint, Value, Color	H. Paint, Value, Color
<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>H1.Acrylic, Tempera, Watercolor H2.Value in Color H3.Color Basics theories and harmonies H4.Color application</p> <p>UEQ:</p> <ul style="list-style-type: none"> • How does color affect mood? • Why is color theory important to drawing and painting? 	<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. Show understanding of paints, pigments and vehicles. H2.Demonstrates knowledge of color and it's value H3. Create monochromatic/ complementary/ Analogous Color studies H4. Create a painting demonstrating color harmonies</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>LT1. I will know the difference between acrylic, watercolor and tempera LT2. I can show variations in color value in a variety of mediums.</p> <p>LT3. I will know the genres in painting and complete a painting demonstrating each.</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>CSA = Quiz CFA = Tempera Study CFA = Watercolor Studies CSA = . Watercolor Painting CSA = Ink Wash Bottle Painting CSA = Analogous Painting</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>G1-4 Davis <i>"Exploring Painting"</i> Pgs 39-51 H1-4 Powerpoint Color Harmonies H2. Powerpoint Acrylic H3-4. Powerpoint Watercolor H1-4 Historical information on Color/ Pigment and Paint</p>

<p>I. Subject Matter-</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>I1. The Still Life I2. The Landscape I3. The Figure- I4. Abstract I5. Non-Objective</p> <p>UEQ:</p> <ul style="list-style-type: none"> Where do artists get ideas? 	<p>I. Subject Matter</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. Create a Still Life I2. Create a Landscape I3. Demonstrate the Human form in paint I4. Create an Abstraction I5. Create a Non-Objective work and understand the difference between Abstraction and Non-Objective.</p>	<p>I. Subject Matter</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>LT1. I will understand that paintings is a form of communication LT2. I can show how an artist uses ideas to create a painting. LT3 I can look carefully at my subject during the painting process. LT4. I understand the difference between historical, regional, and personal style. LT5. I will intentionally use the compositional elements and principles in painting.</p>	<p>I. Subject Matter</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>CFA = Watercolor Painting (Study) CFA = Tempera Painting (Study) CSA = Watercolor Study in Sketchbook CFA = . Mixed Media Painting (1 Day) CSA = Written Critique and Class Critique</p>	<p>I. Subject Matter</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>I-5. Davis Reading "Exploring Painting" pgs 123-176 I-5.</p>
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<p>J. Idea Generation and Style</p>	<p>J. Idea Generation and Style</p>	<p>J. Idea Generation and Style</p>	<p>J. Idea Generation and Style</p>	<p>J. Ideas Generation and Style</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>J1. Painting is Communication J2. Ideas J3. Learning to see J4 Style J5. Composition and the Elements and Principles</p> <p>UEQ:</p> <ul style="list-style-type: none"> • How do artists get ideas? • What is Style? 	<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>J.1. Understand how paintings can communicate J.2. Understand how artists come up with ideas. J3. Document how to see J4. Discuss Style. J5. Understand how the elements and principles are interrelated</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>LT1. I can understand how paintings can communicate LT2. I can understand how artists come up with ideas. LT3. I can document how to see LT4. I can discuss Style. LT5. I Understand how the elements and principles are interrelated</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 CSA = Written Critique CFA = "Research" Painting CFA = Observational Studies CSA = Critique/ Class Discussion CSA = Quiz</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>J1. Davis Reading <i>"Discovering Art History"</i> Pgs 18-19 J1-3. Davis Reading <i>"Exploring Painting"</i> pgs 5-19 J4. Davis Reading <i>"The Visual Experience"</i> pgs 12-29 J5. Powerpoint Images J5. Davis Reading <i>"Exploring Painting"</i> pgs 21-51</p>

K. Harlem Renaissance	K. Harlem Renaissance	K. Harlem Renaissance	K. Harlem Renaissance	K. Harlem Renaissance
<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>K1. Painting is Communication K2. Ideas K3. Learning to see K4 Style K5. Composition and the Elements and Principles K6. Harlem Renaissance Movement</p> <p>UEQ:</p> <ul style="list-style-type: none"> ● How do artists tell stories? ● What is Style? ● How does the Harlem Renaissance Movement continue to inspire artists today? 	<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>K1.The difference between acrylic, watercolor and tempera K2-4. Variations in color value in a variety of mediums. K5. Genres in painting and complete a painting demonstrating each.</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>LT1. I will know the difference between acrylic, watercolor and tempera LT2. I can show variations in color value in a variety of mediums. LT3. I will use visual storytelling to create an original composition</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 Visual Arts HS Connect 5.9.5.10.1 5.</p> <p>CSA = . Focus Artist Small Group presentation CFA = Tempera Study CFA = Sketches CSA = . In-Progress Critique CSA = Critique CSA = Artist Statement CSA = Harlem Renaissance Painting</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>K1. Davis Reading <i>"Discovering Art History"</i></p> <p>K2. YouTube</p> <p>https://www.history.com/topics/roaring-twenties/the-harlem-renaissance-video</p> <p>https://www.youtube.com/watch?v=Yi1q0oP3Weg</p> <p>https://www.youtube.com/watch?v=9fWzztt6dU4</p> <p>https://www.youtube.com/watch?v=44TTnTO443k</p>

