**Mrs. Aiello**

Intermediate Art

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| Big Ideas | Essential Questions | Concepts | Competencies | StandardsAligned Concepts | Materials and Resources |
| **Unit 1**M.C. Escher ‘s Tessellations  | What are M.C. Escher’s most famous works of art? | Understanding the art of design. | Students will learn about the history behind the artist M.C. Escher and his works. | 9.1 B,C9.2 A,C,D,L9.3 A9.4 B,D | Power Point history lesson on M.C. Escher.  |
| Creating a Tessellation | How are tessellations characters and patterns created? | Understanding the design behind creating a tessellation | Students will begin the design process of making a tessellation. They will make nine 3”by3” squares for examples. | 9.1 B,C9.2 A,C,D,L9.3 A9.4 B,D | Pencils, drawing paper, scissors, ruler, and tape.  |
|  |  | Using creativity to create a unique character | Students will choose their favorite of the nine examples to create a final character tessellation. |  | Pencils, colored pencils, drawing paper, scissors, ruler, and tape. |
|  |  | Piecing the final character together to create a 9x12 tessellation pattern | Students will create their own 9x12 tessellation pattern with colored pencil, then, frame their artwork. |  | Colored Pencil, exacto knife, mat board.  |
| **Unit 2**Ceramic Face Jugs | What is a face jug? | Understanding the history behind the face jugs made by African slaves in the US and modern face jug artists. | Students will learn the process of creating a coiled face jug. | 9.1 A,B,C,D,E9.2 A,B,C,D,E,J,L9.4 B,C,D | Power Point history lesson and a step by step procedure list for how to make a face jug. |
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| Creating a Face Jug | What is a coil?How is a face jug created? | The teacher will give a demonstration on how to make coils and attach them to a base. Step by Step procedures will be demonstrated such as slipping, scoring, and smoothing the clay. | Students will begin creating their own coiled jug based on the teacher demonstration. | 9.1 A,B,C,D,E9.2 A,B,C,D,E,J,L9.4 B,C,D | Wooden board, clay, plastic and wooden tools, water, paper towels. |
| Firing and Glazing the Face Jug. | What is the last step towards finishing a face jug before firing?What does it mean to “Fire” your clay? | Understanding the kiln and how to fire a finished clay jug, to glaze the jug, and then fire once more. | Students will learn how to use the kiln and understand firing safety and instructions. Students will also learn how to properly glaze their jug and use the correct techniques.  | 9.1 A,B,C,D,E9.2 A,B,C,D,E,J,L9.4 B,C,D | Kiln, dry clay, glazes, paint brush, wire shave tool. |
|  **Unit 3**Printmaking | What is printmaking?How many different types of printmaking are there? | Understanding the history of printmaking through studies and famous printmakers as well as printmaking techniques. | Students will learn about famous artists in history who have used many different techniques to make prints. Students will also learn how to create their own Linoleum block print. | 9.1 A,B,C,E,H,I,J9.2 C,D,E,J | Power Point lesson on Printmaking, the artists, and how to create a linoleum block print. |
| Carving a linoleum block  | How is a linoleum block print created? | Understanding printmaking tools and safety. | Students will carve a recessed image on the linoleum block. | 9.1 C,H,J9.4 A,B,C,D | Carving tools, linoleum block, pencil,  |
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| Creating a Linoleum Block Print | What type of ink works with what type of paper? | Understanding what ink works with what paper, and carving away a recessed image on the linoleum block. | Students will safely use the printmaking tools to carve multiple images out of the same linoleum block and use a brayer roller to apply ink to the block and print on paper. | 9.1 C,H,J9.4 A,B,C,D | Ink, brayer roller, plexi glass plate, carving tools, paper towels  |
| Printmaking Critique | How can we use constructive criticism to accurately critique our own, and our peers’ prints. | Understanding how to frame and formally critique each other’s work  | Students will construct a class critique on each other’s work, and choose a favorite to write a paragraph personal critique on. | 9.3 A,B,C,F,G | Frames, class prints, personal printmaking critique handout. |
| **Unit 4**Reproduction Acrylic Painting | After researching, who painted your favorite paintings in history?What does it mean to reproduce a painting? | Researching artists and their works to understand what makes their painting special. | Students will find a painting that they love and reproduce it with acrylic paint. One subject of the original painting must be changed. | 9.1 A,D,J9.2 A,C,D,K,L | Power Point of history’s most famous painters, acrylic paint, paint brushes, canvas board, pencil. |
| Personal Painting Critique |   | By studying their own paintings, students will understand why they made the artistic choices they did. | Students will grade themselves with a personal critic based on the painting they chose, and why they made the changes they did, and how well it was constructed. | 9.3 A,B,F9.4 B,D | Personal Critique handout, pencil, finished painting. |
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| **Unit 5**Independent Drawing | How is creativity found? | Using personal creativity to make a pencil drawing | Students will make an 18x24 pencil drawing using their own independent ideas. | 9.1 D,J9.4 B,C,D | 18x24” drawing paper, Pencil. |
| **Unit 6**Independent Artwork | What form of media are you most comfortable with? | Using personal creativity to make a work of art using media of your own choice. | Students are able to use any type of media to complete their own independent work of art. | 9.1 D,J9.4 B,C,D | A variety of Paint, pencil, printmaking, ceramics, etc. |
| **Unit 7**Art Career Research | How do artists find a career for themselves?What art career most interests you? | By researching different art careers, students learn about many ways that an artist can manage a business or an art career. | Students will write a paragraph about an art career of their choice and will be able to describe the salary and job of the artist. | 9.2 A,D,E,J,K9.3 B,C,E,F9.4 B,D | Internet research, printer, computer. |
| **Unit 8**Sketchbooks |  | Every two weeks throughout the semester, a new sketchbook theme is presented to each student. | Students draw 5 sketches every two weeks based on a theme to greater their skills in drawing and creativity. | 9.3 B,C,E9.4 B,C,D | Wire bound sketchbook, pencil. |