**Art II**

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| STANDARDREFERENCE |
| Communications Course Purpose | Students will interpret meaning from art, create meaning in their own artwork, create representational artwork, and create different styles of artwork referencing art history. |  |

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| Unit Outcome ART II.1  | Students will pull multiple prints using rainbow rolls, black, and one other color. Students will create print by cutting a variety of lines that follow the form and give the image depth by creating a wide range values and a composition that can be easily reproduced.  |  |

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| Component |
| ART II.1.1 | Demonstrate safe handling and cutting procedures of linoleum tools | P1:5.1 |
| ART II.1.2  | Create wide range of values from white to black using only lines | B:2:3:1 |
|  ART II.1.3 | Create wide range of values by cutting a variation of line | B:2:3:1 |
| ART II.1.4 | Create and cut out lines that follow the form | B:1:2:1 |
| ART II.1.5 | Design a composition to appeal to a specific market with symbols and ideas | P:3:2:1 |
| ART II.1.6 | Design a composition to be reversed onto a printing block | B:1:3:3 |
| ART II.1.7 | Transfer a design onto a printing block | B:1:3:3 |
| ART II.1.8 | Register a drawing onto a piece of paper to be printed | B:1:3:3 |
|  | Print block with rainbow roll up, black, and one other color and determines which best appeals to target audience  | B:1:1:3 |
|  | Justify choice of symbols, ideas and design | P:5:2:1 |

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| Unit Outcome ART II.2 | Students will identify and mix primary, secondary and tertiary colors. Student will identify and create an example of monochromatic, complementary, analogous, triadic, split, complementary, tetradic, and square color schemes.  |  |

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| Component |
| ART II.2.1 | Identify primary, secondary, tertiary colors.  | B:2:1:1 |
| ART II.2.2 | Locate primary, secondary, tertiary colors on a color wheel | B:2:1:1 |
| ART II.2.3 | Describe how the color wheel works and how to use it  | B:2:1:1 |
| ART II.2.4 | Mix secondary, tertiary colors using only primary colors | B:2:1:1 |
| ART II.2.5 | Create and identify an example of monochromatic, complementary, analogous, triadic, split complementary, tetradic, and square color schemes.  | B:2:1:1 |

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| Unit Outcome ART II.3 | Students will create an acrylic monochromatic painting. Students will create a value, tint and shade scale with a primary, secondary and tertiary color.  |  |

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| Component |
| ART II.3.1 | Mix acrylic with medium to get a variation of paint from thick to thin.  | B1:3:2 |
| ART II.3.2 | Create a value scale using black and white | P:1:3:1 |
| ART II.3.3 | Create a tint scale using white and a primary color  | P1:3:1 |
| `ART II.3.4 | Create a tint scale using white and a secondary color | P1:3:1 |
| ART II.3.5 | Create a tint scale using white and a tertiary color | P1:3:1 |
| ART II.3.6 | Create a shade scale using black and a primary color | P1:3:1 |
| ART II.3.7 | Create a shade scale using black and a secondary color | P1:3:1 |
| ART II.3.8 | Create a shade scale using black and a tertiary color | P1:3:1 |
| ART II.3.9 | Create a monochromatic painting of a still life with basic shapes  | B:2:3:3 |
| ART II.3.10 | Compose a written critique of final work  | I:5:3:2 |

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| Unit Outcome ART II.4 | Students will mix intensity scales for primary, secondary and tertiary colors with oil paints, create an under painting and blend colors using the wet on wet technique while developing layers and working from dark to light.  |  |

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| Component |
| ART II.4.1 | Demonstrate appropriate and safe handling of oil paint and mediums | P1:5:2 |
| ART II.4.2 | Mix an intensity/neutrality scale using one color and its complement for a primary, secondary and tertiary color | P1:3:1 |
| ART II.4.3 | Prepare a canvas for oil paint using gesso and a large flat brush | B:1:3:3 |
| ART II.4.4 | Mix oil with mediums in thick to thin layers | I:1:3:1 |
| ART II.4.5  | Create an under painting using a neutral color, white and thin medium.  | I:1:3:1 |
| ART II.4.6 | Complete painting by working from dark to light.  | P:1:3:1 |
| ART II.4.7 | Blend colors smoothly using the wet on wet technique | P1:3:2 |
| ART II.4.8 | Students will compare and contrast the work of master painters who use the wet on wet technique | P:5:1:1 |

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| Unit Outcome ART II.5 | Students will complete a triadic painting using the scumbling, impasto or glazing technique while maintaining the purity of the pigment. Students will modernize a master painters composition and write a critique comparing and contrasting their work with the master’s work.  |  |

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| Component |
| ART II.5.1 | Arrange pallet warm to cool colors  | B:1:5:1 |
| ART II.5.2 | Create harmony while using three different colors in a painting | B:2:3:2 |
| ART II.5.3 | Maintain pigment purity when blending multiple colors on one canvas | P:1:3:2 |
| ART II.5.4 | Compare and contrast the work of master artists who use scumbling, impasto and glazing | P:5:1:1 |
| ART II.5.6 | Use one of the following techniques within the painting; scumbling, impasto or glazing  | P:1:1:1 |
| ART II.5.7 | Use a composition based on the work of a master modified to represent modern day | A:4:3:2 |
| ART II.5.8 | Compose a written critique of final work comparing and contrasting their work with the work of the master painter they chose |  |

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| Unit Outcome ART II.6 | Identify the characteristics of artwork from a specific culture or region. Integrate the cultural or regional art characteristics into an original work.  |  |

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| Component |
| ART II.6.1 | Identify the characteristics of artwork from a specific culture or region.  | P:4:1:1 |
| ART II.6.2 | Identify the purpose of art within the identified culture.  | P:4:1:2 |
| ART II.6.3 | Integrate the cultural or regional art characteristics into an original work.  | P:4:3:3 |
| ART II.6.4 | Identify similarities and differences between artwork from different cultures | B:4:1:2 |

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| Unit Outcome ART II.7  | Students will create multiple preliminary drawings from a wide variety of resources and techniques to create a mixed media print that conveys a theme.  |  |

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| Component |
| ART II.7.1 | Create a resource folder containing a variety of images, textures, colors, and materials that relate to a specific theme.  | A:3:2:1 |
| ART II.7.2 | Compose multiple preliminary drawings combing a variety of images, textures, colors materials to represent a theme from contemporary culture | A:3:2:2 |
| ART II.7.3 | Create a mixed media print using a variety of resources and processes  | P:1:1:2 |