



## **AERO:Visual Arts**

Subject/Course:	Painting and Drawing;
Grade Level:	9 through 12;
Topic/concept:	How to use line to create texture;
Estimated Time Required:	3 weeks;

### **Desired Results:**

#### **1.Standards and Relevant Benchmarks**

##### **STANDARDS**

The students will:

- 1.1 Use the creative process to plan, organize, and problem solve;
- 1.2 Understand and apply the language of art: the elements of art and principles of design.
- 1.4 Develop skills and craftsmanship with materials, tools, and techniques;

##### **BENCHMARK(S)**

1. Follow a systematic investigation of formal and conceptual issues when creating art and building a portfolio;
  - 2.1 Demonstrate proficiency in the use of the elements of art and principles of design with variety of media and techniques,
  - 2.2 Apply the elements of art and principles of design in thoughtful and inventive ways to convey personal meaning;
3. Create art that demonstrate evidence of refined observation to transform and represent external and affective themes;
  - 4.1 Use tools, techniques, and processes proficiently,
  - 4.2 Purposefully select tools, techniques, and processes that best represent subject, theme and concept;
5. Use appropriate art vocabulary to articulate how the elements of art and principles of design communicate relationships within works of art;
6. Understand how art can foster growth and continuous personal enrichment.

#### **2. Enduring understandings**

The students will:

- Understand that the quality of line and use of line will create new spaces;
- Understand the properly use of art tools.

#### **3. Essential questions**

What is line and how do you use it?  
 How many kinds of lines do we know?  
 How do you achieve contrast and harmony in line?  
 How can we combine the drawing art tools?  
 What is texture?

#### 4. Specific knowledge or skills

The use of line to create texture, contrast, and harmony;  
 The use of composition of abstract geometrical shapes;  
 The use of art tools.

#### Evidence of Learning:

**How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?**

#### 1. Description of the culminating task

The students will produce a series of 10 small drawings within the period of 3 weeks and explore the use of different drawing tools.

<b>2. Summative assessment</b>				
<b>Criteria</b>	<b>1 - Attempts the standard</b>	<b>2 - Approaches the standard</b>	<b>3 - Meets the standard</b>	<b>4 - Exceeds the standard</b>
Performance and use of art tools and technique	Attempts to use art tools	Uses the art tools and has some technique	Uses the tools and the technique in a correct way and has some understanding	Understands the options of using the art tools and the combinations of the art techniques
Quality of line to create texture	Makes marks without thinking purposefully	Somewhat uses line	Uses line and texture in a correct way and has some understanding	Presents and develops a personal style, understands the combinations of texture with line
Composition with geometrical shapes	Attempts to use geometrical shapes	Somewhat uses geometrical shapes and compositions	Uses composition and geometrical shapes in a correct way	Understands a variety of combinations between composition and geometrical shapes and creates a personal meaning
Contrast and harmony	Attempts to use contrast and harmony	Uses only one art principle: only contrast or only harmony	Uses contrast and harmony in a correct way and has some understanding	Understands the combination how to use expressively the art principles, contrast and harmony

#### Instructional Plan

**Instructional activities, including time and materials needed.**

The students will produce a series of 10 small drawings within a 3-week period and explore the use of different colors and sizes of paper, as well as different drawing tools, such as: charcoal, pen, pencil, marker, ink, brush, quill, water and soft pastel - only in black, white, and brown.

During the 3-week period, the teacher will verbally communicate with the student on one-to-one basis and will guide the student throughout the project. In every class, the teacher will give to each student verbal explanations and comments on the project.

#### DAY 1

- Project introduction;
- Explanation of the project's goals and the project's final results;
- Practical explanation how to use art tools and technique;
- Communication with the student throughout the project;
- Verbally repetition of the goals of the project one more time;
- Verbal explanation of all project's aspects on the evaluation day;
- Students start the studio work;
- Evaluation of only 10 drawings that each student will have produced;

#### DAY 2

- Studio work for all students;
- Verbal communication with the students, commenting on their drawings;
- Verbal communication with the students, commenting on posters, books, and pictures from artists presented to the students throughout the project as examples.

#### DAY 3 TO THE LAST DAY OF THE PROJECT

- Studio work for all students;
- Finishing the drawings;
- Verbal communication with the student on one-to-one basis, commenting on their drawings and discussing the project's goals;

#### THE LAST DAY

- Students self-evaluate before the teacher makes the final assessment.