

# SUMMER SCHOOL TEACHER GUIDE



## Visual Arts I

**Summer School  
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## Summer School Teacher Guide

The Summer High School Program will be 20 days for full credit and 10 days for semester half (½) credit). First Semester will be days 1-10 and Second Semester will be days 11-20. Breakdown of days will have the following per semester half (½) credit:

- Nine (9) days of daily lessons
- One (1) day post-test review and post-test

All Students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons per semester. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4<sup>th</sup> time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

**Classroom Schedule** – Time below is an *approximate* breakdown of time.

- Attendance in Power School – 5 minutes
- Lesson Introduction (I Do) – 5 minutes
- Lesson Activities & Supplemental (We Do) – 60 minutes
- **Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)
- Teacher Lesson Review – 5 minutes
- Independent Work – Student Lesson Review\*/Post-test (They Do) – 40 minutes
- Closing/Wrap Up– 5 minutes
- **Total Time: 2 hours 10 minutes**

**\*Lesson Review** – Students will review lessons for essential knowledge/information prior to the daily test.

The following will be used within **Grade Results**:

- Lessons with Content Area, Videos, and Activities
- Supplemental Teacher Resources App– Some lessons will have a Supplemental resource (Example – Flocabulary)
- Post-Test – Each lesson will have a daily post-test

**Graded Work** – The Posttest will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

## Summer School Lesson Plan

Subject/Grade: Visual Arts 1

Day: 1

Topic/Lesson Title & Grade Results #: Basics of Drawing: Line, Shape to Form, and Value- Lesson 1

**Objective(s): Slide 1 Students will be able to**

- Learn the building blocks of art.
- Understand how lines are used in visual art.
- Explain how lines cross over to form shapes
- Understand the art of transforming shapes into forms
- Learn how value is added to the form using art techniques

**Guiding Question(s):**

How do artists use shape to form? How do artists use value when creating works of art?

**TN Curriculum Standard(s):**

**HS1.VA.Cr1. A-** Formulate and develop creative approaches to making art.

**HS1.VA.Cr2. A-** Make art or design without having a preconceived plan, using course specific craftsmanship.

**HS1.VA.Cr2. B-** Demonstrate awareness of the ethical implications and the use of images, materials, tools, and equipment in the creation and presentation of original work.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Attendance in Power School (5 minutes)**

**Key Vocabulary/Terms:**

**Slide 20 - Define and discuss the meaning of the vocabulary words from lesson 1.**

**Vocabulary**

- **Cast shadow:** The darkest area where light cannot enter.
- **Conceptual:** Characterized by information.  
**Contour line:** A line drawn to connect points.
- **Core shadow:** The area that is shaded on the object.
- **Form:** The physical volume that a shape occupies.
- **Mid-tone:** The middle value of the color used in the image.
- **Shade:** The darker colors on the value scale.
- **Shape:** A spatial arrangement.
- **Tint:** The lighter colors on the value scale.
- **Value:** The relative darkness or lightness of a color.
- **Volume:** The magnitude of an object.

**Lesson Introduction (I Do): Slide 2-6, (15 minutes)** Tell students they will be working on a lesson about line, shape and form. The teacher will tell the students to take a minute and look around the room at all the different types of lines. The teacher will ask the students: what type of lines do you see in your home? The teacher will tell the students they have 5 minutes to write down as many types of lines as you can think of and draw an example. 5 Minutes Teacher will explain that lines are put together to makes shapes and forms. The teacher will tell the student that the difference between a

shape and a form is: the shape is a 2-dimensional object while a form is a 3-dimensional object. A few examples of shape to form would be a square to a cube, a ball to a sphere and a triangle to a pyramid. Students can you name a time and place where you have seen shapes or forms. 10 minutes the teacher will demonstrate to students how to create shape to form. Point out the differences of shape to form.

**Lesson Activities (We Do): (40 minutes) Slide 7-9, 11,13-15 & 18**

The teacher will facilitate the whole group to watch and discuss the video (Drawing with basic form, drawing with basics, drawing with shapes, drawing with shape) and complete Practice and discuss the activities for lesson 1 in grade results. The teacher will then review the video with follow up questions to ensure the students master the skill. The teacher will ask the student to name the basic shapes from the video.

Slide 1. Objectives

Slide 2. The Building Blocks of Art

Slide 3. Elements of Art - Line

Slide 4. Elements of Art - Line - Contour Line

Slide 5 - Elements of Art - Line - Lines Express Tone

Slide 6. Elements of Art - Line - Conceptual Lines

Slide 7. Activity - Types of Lines

Slide 8. Activity - Line Variation

Slide 9. Video - Drawing Basics

Slide 10. Transformation of Line into Shape

Slide 11. Video - Drawing with Shape

Slide 12. Transformation of Shapes into Forms

Slide 13. Video - Drawing with Basic Form

Slide 14. Activity - Forms

Slide 15. Video - Drawing from Shapes

Slide 16. Element of Art - Value

Slide 17. Understanding Value

Slide 18. Activity - Value

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review: (15 minutes) Slide 19** Summarize the lesson with lesson review in grade results. Review daily vocabulary words, Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

**Independent Work – Posttest (They Do): (40 minutes)** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

**Closing/Wrap Up: (5 minutes)**

Take a moment to reflect on the lesson of the day. Select one of the following:

(1) Lines are the building blocks of any artwork.

- Lines help create an illusion of form.
- A contour line is used to describe the edges of the shape and form of art.
- In technical drawings, lines are used with precision.
- In narrative and descriptive drawings, lines are used flexibly.
- Lines are used to express tone as well as to create texture in the art.
- Horizontal, vertical, diagonal, zigzag, and curved are the different types of lines used to create any artwork.
- Shapes can be achieved by enclosing an area using an outline.

- Shapes that are found in nature are called organic shapes.
- Most of the subjects that are replicated on the canvas are organic shapes.
- Form signifies the physical volume that a shape occupies.
- The form gives life and helps the artist to create a realistic subject.
- Value denotes the lightness or darkness of a color.
- The arrangement of the objects based on the source of light adds value to the art.

(2) Use an exit ticket: Ask students:

- What did you learn?
- What surprised you? What is unclear?

(3) Ask: I Care Why?

- Students explain the relevancy of the concept to their life or how they might use it.

## Summer School Lesson Plan

Subject/Grade: Visual Arts 1

Day: 2

Topic/Lesson Title & Grade Results #: Perspective and the Figure Lesson 2

**Objective(s): Students will be able to:**

- Understand the rules and conditions necessary to draw a figure in perspective.
- Know the use of perspective in various art forms.
- Describe the historical use of perspective across nations, cultures, civilizations and how it influences personal responses to a work of art

**Guiding Question(s):**

How could we use lines to apply perspective in various forms?

**TN Curriculum Standard(s):**

**HS1.VA.Cr1. A-**Formulate and develop creative approaches to making art.

**HS1.VA.Cn1. A-**Document the process of developing ideas reflecting awareness of personal experiences, interests, and artmaking approaches.

**HS1.VA.Cn2. A-**Describe how knowledge of culture, traditions, and history may influence personal responses to art.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Attendance in Power School (5 minutes)**

**Key Vocabulary/Terms:**

**Slide 24 Define and discuss the meaning of the vocabulary words from lesson 2**

**Vocabulary**

- **Bas-reliefs:** Low relief; sculpture, which projects less than half of their true proportions.
- **Chiaroscuro:** The arrangement of light and dark parts in a work of art, such as a drawing or painting, whether in monochrome or color.
- **Delineating:** To indicate by lines drawn in the form or figure of; to represent by sketch.
- **Dexterity:** Skill and ease in using the hands; expertness in manual acts.
- **Foreshortening:** To represent on a plane surface, as if extended in a direction toward the spectator or nearly so; to shorten by in perspective.
- **Grandeur:** The state or quality of being grand; vastness; greatness.
- **Horizon:** A plane passing through the eye of the spectator and at right angles to the vertical at a given place.
- **Monochrome:** A painting or drawing in a single color; a picture made with a single color.
- **Proportion:** To adjust in a suitable proportion from one thing or one part to another.
- **Tinge:** To affect some degree with the qualities of another substance, either by mixture or by application to the surface.
- **Transparent:** Having the property of transmitting rays of light so that bodies can be distinctly seen through.

**Lesson Introduction (I Do): (15 minutes) Slides 2-9 & 13-17** Tell students they will be working on a lesson about monochrome, proportion, and horizon. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute and look around the room at all the different types of monochrome colors. Remind students that a monochrome color is different shades of one color. (i.e., Blue, Light Blue and Lighter Blue all shades of the same color) The teacher will ask the students: where have they seen monochrome colors before? The teacher will tell the students they have 10 minutes to create as many types as possible of monochrome colors that you can think of. 5 Minutes, Teacher will explain what proportion is and how it is used. Proportion is important in baking you must have the correct amounts for the cake to taste and look correctly. In art it is important when you are mixing paint colors or even creating drawings. Students can you name a time and place where you have seen proportion used correctly and incorrectly. 5 minutes, the teacher will demonstrate to students how to create correct portions.

**Lesson Activities (We Do): (40 minutes) Slide 10-11,18-19**

As a whole group, complete the Practice Activities. Discuss.

The teacher will facilitate the whole group to watch and discuss the video (Use of perspective, Renaissance Art, first use of perspective, drawing linear trees) and complete practice and discuss the activity (use perspective art) for lesson 2.

Slide 1. Objectives

Slide 2. Perspective and the Figure

Slide 3. Activity - Drawing

Slide 4. Perspective as a Scientific Study

Slide 5. Rules and Conditions of Perspective

Slide 6. Rules and Conditions of Perspective

Slide 7. Rules and Conditions of Perspective (cont.)

Slide 8. Rules and Conditions of Perspective (cont.)

Slide 9. Rules and Conditions of Perspective (cont.)

Slide 10. Activity – Whiteboard drawing

Slide 11: The Necessity of the Study of Perspective

Slide 12. Video: The First Use of Perspective in Art.

Slide 13. Use of Perspective in Drawing an Archway

Slide 14. Video – Renaissance Art & the Use of Perspective

Slide 15. Historical Use of Perspective Across Nations, Cultures, Civilizations

Slide 16. Historical Use of Perspective Across Nations, Cultures, Civilizations (cont.)

Slide 17. Historical Use of Perspective Across Nations, Cultures, Civilizations (cont.)

Slide 18. Historical Use of Perspective Across Nations, Cultures, Civilizations (cont.)

Slide 19. Historical Use of Perspective Across Nations, Cultures, Civilizations (cont.)

Slide 20. Video – Drawing Trees in Linear Perspective

Slide 21. Activity – Sketch

Slide 22: Activity- Use of Perspective in Art

Slide 23. Lesson Review

Slide 24. Lesson Vocabulary Words

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review: (15 minutes) Slide 23 Summarize** the lesson with lesson review in grade results. Review daily vocabulary words, Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

**Independent Work – Posttest (They Do): (40 minutes)** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson



**Closing/Wrap Up/Notes Review: (5 minutes)**

Take a moment to reflect on the lesson of the day. Examples: Select one of the following

- (1) Repeat the Lesson Review: Perspective is the art of delineating, on flat surfaces, as a wall, ceiling, canvas, paper, or the like, the appearances of objects, as seen from one determinate point.  
Perspective has an intimate connection with our mental perceptions and with the ideas that are impressed upon the brain by the appearance of all that surrounds us.  
An artist should learn perspective to depict on flat surface objects that are in relief or distant one from the other.  
An artist should study nature, to confirm and fix in his mind the reason for those precepts he has learned.  
Prior knowledge of a nation's culture, tradition, and practices affect our responses when we appreciate a work of art.  
The Greeks had correct notions of perspective, and they were the first to use linear perspective in their paintings.  
The Japanese, who are great observers of nature, seem to have got at their perspective by copying what they saw, and although they are not quite correct in a few things, they convey the idea of distance and make their horizontal planes look level.  
Chinese painters expressed atmospheric perspective using tone values and harmony of shading instead of by color.
- (2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?
- (3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.

## Summer School Lesson Plan

**Subject/Grade:** Visual Arts 1

**Day:** 3

**Topic/Lesson Title & Grade Results #:** Importance of Color in Drawing Unit 3

**Objective(s): Students will be able to:**

- Discuss the importance of colors in drawing.
- Differentiate primary, secondary, and tertiary colors.
- Understand how colors affect the mood of a drawing

**Guiding Question(s):**

What colors affect the mood of a drawing?

**TN Curriculum Standard(s):**

**HS1.VA.Cr1. A-**Formulate and develop creative approaches to making art.

**HS1.VA.Cr3. A-**Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Attendance in Power School (5 mins.)**

**Key Vocabulary/Terms:** Slide 17 Define and discuss the meaning of the vocabulary words from lesson 3

**Analogous:** Making clear the nature of something. **Complementary:** Combining one or more to enhance quality.

**Depict:** Describe.

**Complementary:** Combining one or more to enhance quality

**Foreground:** Lying in the front, very near to the observer.

**Intensity:** Intense.

**Lush:** Very rich and giving great sensory pleasure.

**Monochromatic:** Containing only one color.

**Shade:** The dark value of a hue.

**Spectrum:** A band of colors.

**Tint:** The light value of a hue.

**Visualize:** Form a mental image.

**Lesson Introduction (I Do): Slide 2-3 & 5, 7-10 (15 minutes)** Tell students they will be working on a lesson analogous, complementary, and monochromatic colors. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute and look around the room at all the different types of colors. Remind students that a monochromatic color has different shades and tints of one color. (i.e., Blue, Light Blue and Lighter Blue all shades of the same color) The teacher will ask the students: Where have they seen monochromatic colors before? The teacher will tell the students in 10 minutes to create as many types as possible monochromatic colors that you can think of. 5 Minutes, Teacher will explain complementary colors and their usage. Complementary colors are colors across from each other on the color wheel. Students, can you name a drawing set of complementary colors? Where have you seen complementary colors? Are your school colors complementary colors? 5 minutes, the teacher will demonstrate to students how to find complementary colors on the color wheel below.

**Lesson Activities (We Do):** Slide 12-15 (40 minutes)

As a whole group, complete the Practice Activities, and discuss.

The teacher will facilitate as the whole group, watch, and discuss the video (Color wheels & Color scheme, Make Your Paintings Pop, Elements of art), complete practice, and discuss the activities (Primary, secondary and tertiary colors, color & mood) for lesson 3.

Slide 1. Objectives

Slide 2. Introduction

Slide 3. Colors

Slide 4. Video- Color Wheels and Color Schemes

Slide 5. Primary, Secondary, and Tertiary Colors

Slide 6. Activity- Primary, Secondary, and Tertiary Colors

Slide 7. Activity – Complementary Colors

Slide 8. Activity – Warm and Cool Colors

Slide 9. Color Schemes

Slide 10. Color Value and Intensity

Slide 11. Colors and Emotions

Slide 13. Video- Make Your Paintings POP with a Complementary Underpainting

Slide 14. Video- Elements of Art in Famous Artworks

Slide 15. Activity- Learn to use Elements of Art in Artworks

Slide 16. Activity – Painting

Slide 17. Activity – Paint on Canvas

Slide 18. Activity - Color and Mood

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review: (10 minutes)** Slide 19 Summarize the lesson with lesson review in grade results. Review daily vocabulary words, Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

**Independent Work – Posttest (They Do): (40 minutes)** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

**Closing/Wrap Up/Notes Review: (10 minutes)**

Take a moment to reflect on the lesson of the day. Examples: Select one of the following:

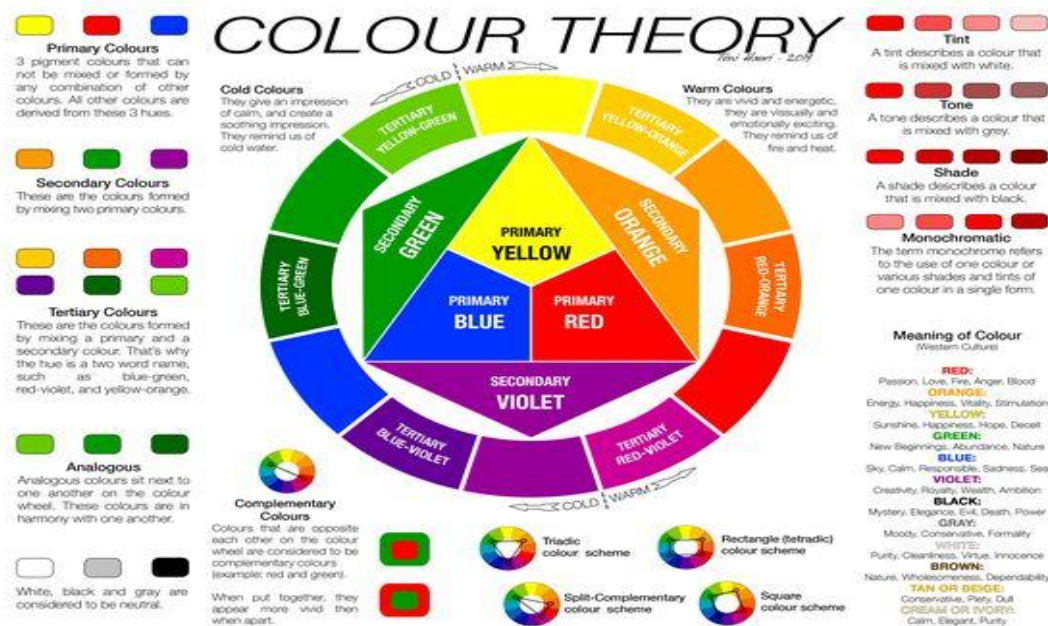
(1) Repeat the Lesson Review:

- Colors give life to any drawing, and they appeal to people of all ages.
- Colors are the result of the reflection of light waves.
- A color spectrum is produced when light passes through a prism.
- A color wheel is a spectrum bent into a circle.
- Primary colors cannot be created by mixing with any other colors. They are red, yellow, and blue.
- Secondary colors are created by mixing the primary colors. They are green, orange, and purple (violet).
- Tertiary colors are created by mixing the primary with the secondary colors. They are red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet.
- Complementary colors are used to increase the intensity of colors. They can be found right across from one color.

- Warm colors are usually used to depict sunshine or fire or any other warm things. They are red, orange, and yellow.
- Cool colors are usually used to depict ice, snow, water, grass, or any other cool things. They are blue, green, and purple.
- A monochromatic color scheme uses only one color and its hues.
- An analogous color scheme uses multiple colors.
- The light value of a hue is called a tint, and the dark value of a hue is called a shade.
- The darkness or lightness of a color is called the color's value.
- Colors have a huge impact on the mood of a person.

(2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

(3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.



## Summer School Lesson Plan

Subject/Grade: Visual Arts 1

Day: 4

Topic/Lesson Title & Grade Results #: Colors and Concepts in Artworks & Brush and Brush Strokes Unit 4

Objective(s): Lesson 4A: Slide 1 Objectives:

At the end of this lesson, the student will be able to do the following:

- Elaborate the significance of colors in conceptualizing an artwork.
- Discuss the elements involved in contemporary art.
- Interpret art based on colors.
- Redesign an art based on contemporary issues.

Lesson 4B: Slide 1 Objectives:

At the end of the lesson, the student will be able to do the following:

- Determine the types of art brushes used for painting.
- Understand the parts of an art paintbrush.
- Learn to create different types of brushstrokes and textures.

Guiding Question(s): What art elements are used in contemporary art brush painting?

TN Curriculum Standard(s):

**HS1.VA.Cr3. A-**Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

**HS1. VA. Cn2.A-**Describe how knowledge of culture, traditions, and history may influence personal responses to art.

**HS1.VA.R1. B-**Hypothesize ways in which art influences perception and understanding of human experiences. **HS2.VA.**

**Cr1.A-** Formulate and develop creative approaches to artmaking. **B-**Investigate an aspect of contemporary life utilizing art and design.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Attendance in Power School (5 mins.)**

**Key Vocabulary/Terms:** Define and discuss the meaning of the vocabulary words lesson 4

**Vocabulary Part A: Slide 11**

**Color value:** The lightness or darkness of a color.

**Complementary:** The combination of one or more to enhance quality. **Hue:** The name of a color.

**Intensity:** The purity of a color.

**Shade:** The dark value of a hue.

**Tint:** The light value of a hue.

**Vocabulary Part B: Slide 20**

**Bristles:** Natural or synthetic fiber.

**Dab:** Apply to a surface.

**Fade:** Become less clearly visible.

**Fluid:** Flowing smoothly in movement.

**Glaze:** A transparent coating on the base layer.

**Knead:** Create a uniform mark.

**Pigment:** Coloring material.

**Stroke:** A mark made on the surface by a paintbrush.

### **Lesson Introduction (I Do): (15 minutes)**

**Part A: Slide 2-14:** Tell students they will be working on a color value, intensity, and tint. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute and look around the room at all three items with similar color value. Remind students that a color value is the lightness or darkness of a color. With Blue, Light Blue, and Dark Blue all shades of the same color, the teacher will ask the students: where have they seen color value before? The teacher will tell the students in 10 minutes to create as many types as possible of color value that you can think of. Teacher will explain intensity is the pure color that has never been altered. Tint is the light value of a color. Students can you name a set of intensity colors. Where have you seen intensity colors? The teacher will demonstrate to students how to use color value and tint on the color wheel below.

### **Part B: Slide 2-15**

Tell students they will be working on a color value, intensity, and tint. After reviewing the daily vocabulary words, the teacher will tell the students to take a minute and look around the room at all three items with similar color value. Remind students that a color value is the lightness or darkness of a color. With Blue, Light Blue, and Dark Blue all shades of the same color, the teacher will ask the students: Where have they seen color value before? The teacher will tell the students for 10 minutes to create as many types as possible of color values. Teacher will explain intensity is the pure color that has never been altered. Tint is the light value of a color. Students can you name a set of intensity colors. Where have you seen intensity colors? The teacher will demonstrate to students how to use color value and tint on the color wheel below.

### **Lesson Activities (We Do): (40 minutes)**

As a whole group, complete the Practice Activities and discuss.

The teacher will facilitate as the whole group watches and discusses the video (Ethical usage of creation, Ways to choose, Brush marks) and complete practice and discuss the activities (color & concept, color in conceptualization, brush & brushstrokes) for lesson A and B

### **Part A:**

Slide 1. Objectives

Slide 2. Introduction

Slide 3. Colors in Conceptualization

Slide 4. Types of Colors

Slide 5. Color and Concept in Art - Red

Slide 6. Color and Concept in Art - Orange

Slide 7. Color and Concept in Art - Yellow

Slide 8. Color and Concept in Art - Green

Slide 9. Color and Concept in Art - Purple

Slide 10. Color and Concept in Art - Black

Slide 11. Color and Concept in Art - White

Slide 12. Activity - Color and Concept in Art

Slide 13. Perception and Understanding of Human Experiences in Artwork

Slide 14. Ethical Usage of Creation and Presentation of Any Original Work

Part B:

Slide 1. Objectives

Slide 2. Understand Your Painting Brush

Slide 3. Understand Your Painting Brush

Slide 4. More About Brushes

Slide 5. Different Types of Bristles

Slide 6. Paint Brush Types

Slide 7. Paint Brush Types (contd...)

Slide 8. Video - Ways to Choose Appropriate Acrylic Paint Brushes

Slide 9. What are the Attributes of a Watercolor Brush?

Slide 10. Learn the Brushstrokes

Slide 11. Learn the Brushstrokes (contd...)

Slide 12. Learn the Brushstrokes (contd...)

Slide 13. Learn the Brushstrokes (contd...)

Slide 14. Learn the Brushstrokes (contd...)

Slide 15. Learn the Brushstrokes (contd...)

Slide 16. Video - Brush Marks

Slide 17. Caring the Brushes

Slide 18. Activity-Brush and Brush Strokes

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review: (15 minutes) Part A: Slide 15 Part B: Slide 19**

Summarize the lesson with lesson review in grade results. Review daily vocabulary words, Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

**Independent Work – Posttest (They Do): (40 minutes)** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

**Closing/Wrap Up/Notes Review: (5 minutes)** Take a moment to reflect on the lesson of the day. Examples: Select one of the following:

(1) Repeat the Lesson Review

- Interpretation of an art differs based on the colors used in it.
- Colors are used to distinguish traffic regulations, characters, food items, etc.
- Colors in an art provide importance to visual factors, identifying brands, increasing memory, involvement, communication, etc., and thus help in identifying the concept of the art.
- Different colors evoke different emotions, and hence various artists use appropriate colors in their art.

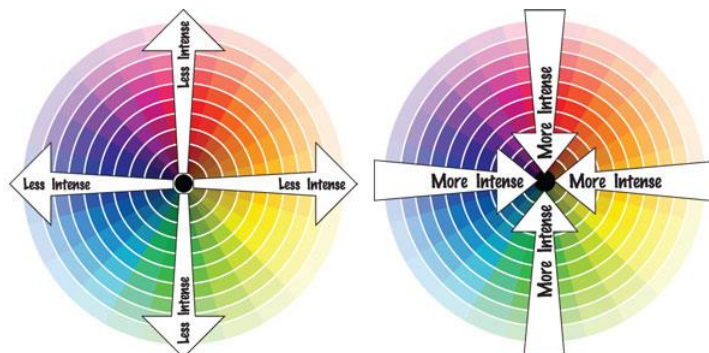


### Colors and Emotions

- An artist's most valuable tools are his or her brushes. Therefore, purchasing quality brushes and maintaining them is an essential step.
- It is essential to clean the brush thoroughly after painting as proper care will enable to preserve the brush for long years
- Understanding the size, length, and width of the brush will help to have complete control over the brush when painting.
- Brushes are made of a variety of bristles; each type of bristle is used for different paint media.
- Different types of paint brushes help to create a variety of images.
- Glazing technique involves layering more than one color on the canvas.
- Flowing strokes are used to draw flowing water, hair, etc.
- Parallel strokes can be created using the round or flat brush by stroking upward with the tip of the brush using wrist flicks.
- Scumbling or drybrush technique is used for layering colors on the canvas.
- Semicircular strokes can be used for creating skies and circular organic forms using a flat brush.
- Grading or fading is a technique that involves creating value gradation to show separation between colors.
- Dabbing technique involves tapping action of paint application using the tip of the brush onto the canvas to create dot(s).
- Double loading technique is loading the round brush with two colors.

(2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

(3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.





## Summer School Lesson Plan

Subject/Grade: Visual Arts 1

Day: 5

Topic/Lesson Title & Grade Results #: Lesson 5A: Acrylic Painting  
Lesson 5B: Watercolor Techniques

Objective(s): Students will be able to:

### Slide 1 Lesson A

- Create and conceptualize ideas into works of art.
- Develop creative thinking skills through art.
- Examine the use of art for contemporary life.
- Explain the emotional impact of works of art on individuals.
- Analyze a work of art to understand the implicit meanings.

### Slide 1 Lesson B:

- Define watercolor painting.
- Identify the principal ingredients of watercolor paint.
- Know the watercolor techniques for beginners.
- List the art supplies required for watercolor painting.
- Know how to paint using watercolors.

Guiding Question(s): How is art used in contemporary life?

### TN Curriculum Standard(s):

**HS1.VA.Cr1. A-**Formulate and develop creative approaches to making art.

**HS1.VA.Cr1. B-** Investigate an aspect of contemporary life utilizing art and design.

**HS1.VA.Cn1. A-** Identify times, places, and reasons students make art outside of school.:

**HS1.VA.Cr1. A-** Formulate and develop creative approaches to artmaking.,

**HS1.VA.Cr2. A-** Make art or design without having a preconceived plan, using course specific craftsmanship.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Attendance in Power School: (5 mins.)**

**Key Vocabulary/Terms: Slide 11** Define and discuss the meaning of the vocabulary words from lesson 5.

### Vocabulary Lesson A

**Art:** Work produced by artists.

**Artists:** A person who produces works of art like painting, sculpture, or drawings.

**Exponent:** A person who practices or supports an art.

**Impasto:** A technique wherein paint is applied thickly to retain the strokes of brush or painting knife.

**Monochrome:** Different shades of a single color.

**Patron:** A person who endorses an idea or plan.

**Shade:** A mixture of colors that is made by adding black.

**Tint:** A mixture of colors that is made by adding white to the base color.

### **Vocabulary Lesson B.**

**Acrylic paint:** A fast-drying paint made of pigment suspended in a solution of an acrylic resin.

**Oil painting:** An art of painting using oils.

**papyrus:** A substance made from the short and pointed stem of a water plant

**Pigment:** A substance that gives something a specific color.

**Plasticity:** A quality of being easily shaped or molded.

**Sable:** A marten (a slender animal) with a short tail and dark brown fur.

**Solvent:** The part of a solution that dissolves the solute.

**Texture:** The appearance of a surface.

**Vellum:** A fine parchment made from the skin of a calf.

**Viscosity:** A physical state of being thick, and semi-fluid in consistency, due to internal friction.

**Watercolor:** Artists' paint made with a water-soluble binder and thinned with water rather than oil.

**Lesson Introduction (I Do): Lesson A Slide 2-7 (10 minutes)** Tell students they will be working on a shade, art, and tint. After reviewing the daily vocabulary words, the teacher will show the students how to make shade using a hue and the color black. Remind students that a hue is a pure color (such as: blue, red, green, yellow etc.) The teacher will ask the students: to give some examples of a hue, shade, and tint. The teacher will tell the students they have 10 minutes to create as many types of shades and tints as possible. 5 Minutes Teacher will explain tint is the light value of a color Tell students they will be working on color pigment, solvent, and texture. After reviewing the daily vocabulary words, the teacher will show the students how to make shade using a hue and the color black. Remind students that a pigment is a pure color generally in a powder form (see picture below) The teacher will ask the students: to give some examples of what they think pigment can be used for. The teacher will explain to the students the definition of texture. Tell the students that they have 10 minutes to create as many textures as possible. (See pic below) 5 Minutes, Teacher will explain solvent part of a solution that dissolves the solute. Students- How do you think a solvent would be helpful when creating works of art? 5 minutes, the teacher will demonstrate to students how to create a texture on drawing paper. Students, how many shades and tints can you create from the color wheel? (5 minutes), the teacher will demonstrate to students how to create a shade and tint using the color wheel below.

**Lesson B: slides 2-6 (10 minutes)** Tell students they will be working on color pigment, solvent, and texture. After reviewing the daily vocabulary words, the teacher will show the students how to make shade using a hue and the color black. Remind students that a pigment is a pure color generally in a powder form (see picture below) The teacher will ask the students: to give some examples of what they think pigment can be used for. The teacher will explain to the students the definition of texture. Tell the students that they have 10 minutes to create as many textures as possible. (See pic below) 5 Minutes, Teacher will explain solvent part of a solution that dissolves the solute. Students- How do you think a solvent would be helpful when creating works of art? 5 minutes, the teacher will demonstrate to students how to create a texture on drawing paper.

### **Lesson Activities (We Do): (20 minutes) Lesson A**

As a whole group, complete the Practice Activities and discuss.

The teacher will facilitate the whole group to watch and discuss the video and complete practice (Drag and drop, slideshow, visual works) and discuss the activities for lesson 6.

Slide 1. Objectives

Slide 2. Introduction

Slide 3. Significance of Great Seal

Slide 4. Acrylic Painting

Slide 5. Use of Colors

Slide 6. Creative Process in Art  
Slide 7. Impact of a Work Art  
Slide 8. Activity – Drag and Drop  
Slide 9. Activity Slideshow

**Supplemental** - Acrylic Painting- How to paint a golden forest?

Acrylic Painting- Beautiful Ballerina

**Lesson Activities (We Do) (20 minutes) Lesson B:**

As a whole group, complete and discuss the practice activities. The teacher will facilitate the whole group to watch and discuss the video (Watercolor techniques, Paint flowers). Complete practice and discuss the activities (Watercolor techniques) for lesson 7.

Slide 1. Objectives  
Slide 2. Introduction  
Slide 3. Watercolor Painting  
Slide 4. Watercolor Techniques for Beginners  
Slide 5. Watercolor: Application Techniques  
Slide 6. Watercolor: Wash Techniques  
Slide 7. Video- Watercolor Techniques  
Slide 8. Activity- Watercolor Techniques  
Slide 9. Watercolor Art Supplies List for Beginners  
Slide 10. Watercolor Art Supplies List for Beginners (cont.)  
Slide 11. Watercolor Art Supplies List for Beginners (cont.)  
Slide 12. Transformation of Shapes into Forms  
Slide 13. Video-Paint Flowers Using Watercolor

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review: (5 minutes) Lesson A: Slide 10**

Summarize the lesson with lesson review in grade results. Review daily vocabulary words, Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

**Lesson Review: (5 minutes) Lesson B: Slide 14**

Summarize the lesson with lesson review in grade results. Review daily vocabulary words, Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

**Independent Work – Posttest (They Do): (40 minutes)**

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

**Closing/Wrap Up/Notes Review: (5 minutes)**

Take a moment to reflect on the lesson of the day. Examples: Select one of the following:

(1) Repeat the Lesson Review

- Artists convey their ideas and thoughts in an art form.
- The Statue of Liberty and Great Seal convey ideas in visual form.
- One medium of visual art is acrylic painting. It is a modern medium of painting.
- Acrylic has the advantages of both watercolor as well as oil.
- It can be diluted to the extent of a watercolor or thickened to achieve desired effects.

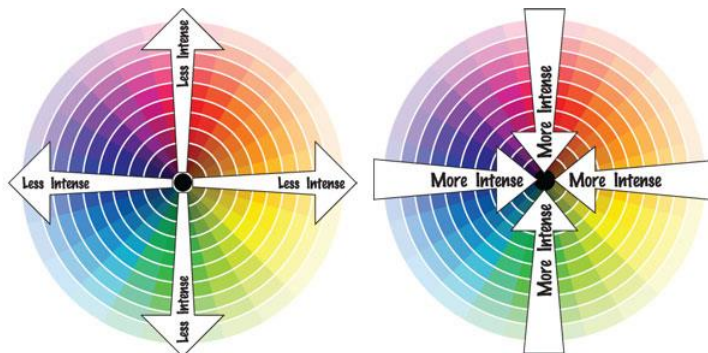
- Creativity often starts as a spark of inspiration that occupies the mind of an artist and eventually develops into a concept that manifests itself as an expression of art to be shared to the audience.
- Generally, every work of art passes through a few stages before it comes into the world. The artists explore, absorb, contemplate, create, and finally exhibit their work of art.
- A wide variety of colors can be formed by mixing acrylics to suit the painter's intended expressions.
- An infinite number of tints, shades, and tones can be formed by mixing the colors white, black, and gray respectively.
- A color wheel is a circle divided into 12 sectors to show color schemes and their chromatic relationships.

## Lesson B:

- Watercolor painting is a painting method in which paints are made from pigments that are suspended in a water-based solution.
- A variety of additives are added to watercolor paints to increase viscosity, plasticity, and create other effects.
- Watercolors can be applied to everything from paper to stone, papyrus, canvas, silk, vellum, wood, or fabrics.
- Brushes used in watercolor painting are made from sable or squirrel hair.
- The widely used watercolor techniques are a wet-on-wet, wet-on-dry, drybrush, dry-on-wet, flat wash, graded wash, and variegated wash.
- A wash is the foundation of watercolor painting in which a thin, diluted layer of paint is laid smoothly over a large area.
- The process of collecting required art supplies is necessary for watercolor painting.

(2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

(3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.



## Summer School Lesson Plan

Subject/Grade: Visual Arts 1

Day: 6

Topic/Lesson Title & Grade Results #: Lesson 6 Developing Aesthetic and Empathetic Awareness Through Images Lesson 7

**Objective(s): Students will be able to:**

- Define an art, nature, beauty, and its purposes.

**Guiding Question(s):** How does art make people understand each other?

**TN Curriculum Standard(s):**

**HS1.VA.R1. A-** Analyze how one's understanding of the world is affected by experiencing images.

**HS1.VA.R1. B-** Hypothesize ways in which art influences perception and understanding of human experiences.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Attendance in Power School (5 mins.)**

**Key Vocabulary/Terms: Slide 20:** Define and discuss the meaning of the vocabulary words from lesson 6  
**Vocabulary**

**Abstract art:** The work that is difficult to understand.

**Aesthetic:** It is concerned with beauty or the appreciation of beauty.

**Angst:** A feeling of deep anxiety or dread.

**Contemporary:** Living or belonging to the present.

**Elitists:** A society that contains people of elites.

**Elusive:** Difficult to catch or find.

**Empathetic:** Showing the ability to understand and share the feelings of another.

**Entwined:** Interwoven, twisted together.

**Ephemeral:** Lasting for a very short time.

**Evocation:** An act of bringing or recalling a feeling, memory, or image.

**Hypothetical:** Imagined or suggested but not necessarily true.

**Museum:** A place wherein the objects of historical, scientific, artistic, and cultural interest are stored and exhibited.

**Panacea:** A solution or remedy for all difficulties.

**Perception:** The way in which something is regarded or understood.

**Lesson Introduction (I Do): Slide 1-9 (20 minutes)** Tell students they will be working on a lesson about contemporary, aesthetic, and perception. The teacher will tell the students to take a minute and think about a time when they showed empathy towards someone. Who can tell me what you think these words mean in the world of art.? The teacher will ask the students: as an artist how can you convey empathy through artwork? The teacher will tell the students they have 15 minutes to write down as many ways to show empathy through art and draw an example. 5 Minutes Teacher will explain what contemporary life is living and belonging to the present. The teacher will tell the student that Aesthetic is concerned with beauty or the appreciation of beauty.

### **Lesson Activities (We Do) (40 minutes)**

As a whole group, complete the Practice Activities and discuss.

The teacher will facilitate as the whole group watch, discuss the video (supplemental, Arab American Stories), complete practice, and discuss the activities (lesson) for lesson 7.

Slide 1. Objectives

Slide 2. Introduction

Slide 3. The Transformative Power of Art: Rosalind's Journey from Adversity to Inspiration

Slide 4. Aesthetic Awareness Through Images

Slide 5. Aesthetic Awareness Through Images (contd...)

Slide 6. Aesthetic Sense of Art

Slide 7. Empathetic Awareness Through Images

Slide 8. Empathetic Awareness Through Images (contd...)

Slide 9. Techniques for Developing Aesthetic and Empathetic Awareness Through Images

Slide 10. Benefits of Developing Aesthetic and Empathetic Awareness Through Images

Slide 11. Benefits of Developing Aesthetic and Empathetic Awareness Through Images (contd...)

Slide 12. Understanding People through Art

Slide 13. Art - The Medium of Sharing Feelings Through Paintings

Slide 14. Hypothesizing Ways of Influencing the Perception and Understanding of the Art

Slide 15. Visions of Understanding: How Visual Arts Foster Mutual Understanding Among People

Slide 16. Visions of Understanding: How Visual Arts Foster Mutual Understanding Among People (contd...)

Slide 17. Beyond Words: How Visual Arts Facilitate the Expression and Sharing of Emotions

Slide 18. Activity - Developing Aesthetic and Empathetic Awareness Through Images

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

### **Lesson Review: (15 minutes) Slide 19**

Summarize the lesson with lesson review in grade results. Review daily vocabulary words, Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

### **Independent Work – Posttest (They Do): (40 minutes)**

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

### **Closing/Wrap Up/Notes Review: (5 minutes)**

Take a moment to reflect on the lesson of the day. Examples: Select one of the following:

(1) Repeat the Lesson Review

- Art comprises a varied range of human activities.
- Paintings, sculpting, and performances are together called "Fine Art."
- Paintings convey to the audiences the imaginative ideas of the creators.
- The art is an expression of reality and communication of emotions.
- The term, "aesthetic" refers to the recognition or appreciation of beauty.
- The art serves as a communication medium between the people at the past and the present.
- The various categories of art bring out the feelings and emotions of people who lived at different times.
- Art enhances the learning abilities of the people.
- Confessional art is a type of art that brings out the emotions of a person through artwork, like paintings.
- Confessional art has a therapeutic effect in reducing stress and unloading of anxiety.
- The term, "perception" means the understanding something in a particular way.
- A hypothetical perception may not be firm and stable and may give a different understanding at different times.
- The first impression of an image or a sculpture may not last long and is bound to change.

- There is a vast difference among ancient, medieval, and contemporary art.
- Contemporary art is based on abstract figures, and one may find it difficult to understand them.
- Contemporary art needs interaction and not a passive look.
- Leonardo da Vinci's great painting of Mona Lisa depicts the Mona Lisa's sadness that is concealed behind her smile and this painting has given rise to many arguments and interpretations.

(2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

(3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.

## Summer School Lesson Plan

**Subject/Grade:** Visual Arts 1

**Day:** 7

**Topic/Lesson Title & Grade Results #:** Influence of Art on Perception Lesson 7

**Objective(s):** Students will be able to define perception.

**Guiding Question(s):** How can art perception help understand world happenings?

**TN Curriculum Standard(s):**

**HS1.VA.R1. B-** Hypothesize ways in which art influences perception and understanding of human experiences.,

**HS1.VA.R3. A-** Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMs meeting (if applicable)

**Attendance in Power School (5 mins.)**

**Key Vocabulary/Terms:** **Slide 11 Define** and discuss the meaning of the vocabulary words from lesson 8.

### Vocabulary

**Attitude:** Way of thinking or behaving about something.

**Conceptualize:** Form an idea.

**Contour:** The outer boundary.

**Decipher:** Solve or interpret to form meaning.

**Diverse:** Characterized by variety or variations.

**Novelty:** Innovative or a very new idea.

**Perception:** To become aware of the surroundings through input from sensory organs.

**Proximity:** Closeness in space, or time, or relationship.

**Stimulus:** An input that evokes a response.

**Symmetry:** Very proportionate in appearance.

**Lesson Introduction (I Do): Slide 2-9 (20 minutes)** Tell students they will be working on contour, novelty, and symmetry. After reviewing the daily vocabulary words, the teacher will show the students symmetry. Remind students that Symmetry means very proportionate in appearance (see picture below). The teacher will ask the students: to give some examples of symmetry. The teacher will explain to the students that Novelty is Innovative or a very new idea. They have 10 minutes to create as many small drawings using symmetry as possible. (See pic below) 5 Minutes, Teacher will explain contour is the outer boundary. Students, how do you think symmetry and contour would be helpful when creating works of art? 5 minutes, the teacher will demonstrate to students how to create a contour and symmetry on drawing paper.

**Lesson Activities (We Do): (Complete all activities) (40 minutes)**

As a whole group, complete the Practice Activities, and discuss.

The teacher will facilitate the whole group to watch, discuss the video, complete practice, and discuss the activities for lesson 7.

Slide 1. Objectives

Slide 2. Introduction

Slide 3. Process of Perception

Slide 4. Activity - Process of Perception

Slide 5. Video - Test Your Perception With This Video



- Slide 6. Importance of Perception
- Slide 7. Activity - Factors That Affect Perception
- Slide 8. Art and Perception
- Slide 9. Video - Leonardo da Vinci's Perception: Mona Lisa
- Slide 10. Video - How Pop Art Changed The World
- Slide 11. Perception of Art and Influence on People
- Slide 12. Perception of Art and Influence on People (contd...)
- Slide 13. Multistable Perception
- Slide 14. Perception of Art and Real-world
- Slide 15. Video - Perception: Shadow and Color
- Slide 16. Color in Art Influences Perception
- Slide 17. Color and Emotional Value Perception
- Slide 18. Activity - Lesson

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review: (15 minutes) Slide 19**

Summarize the lesson with lesson review in grade results. Review daily vocabulary words, Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

**Independent Work – Posttest / Notes Review (They Do): (40 minutes)**

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

**Closing/Wrap Up/Notes Review: (5 minutes)**

Take a moment to reflect on the lesson of the day. Examples: Select one of the following:

(1) Repeat the Lesson Review

- Perception is the way an individual understands or interprets or frames a meaning about something.
- In perception, the stimulus is captured by the sense organs, the data is organized, and the meaning is deciphered by the brain.
- An individual's perception is the basis on which every decision is made.
- Internal or external factors affect the way an individual perceives something.
- The internal factors are as follows: attitudes, moods, motives, interests, expectations, personality traits, etc.
- The external factors include environment, social milieu, culture, and politics.
- The target factors are novelty, size, uniqueness, beauty, etc.
- Art Infusion is making use of artwork's influence on perception.
- Art infusion influences purchase decision, learning, etc.
- Artists use color to convey their messages to viewers. Also, artists use color to shape the way a viewer perceives a piece of art.
- Colors have symbolic and emotional value and influences perception.

(2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

## Summer School Lesson Plan

**Subject/Grade:** Visual Arts 1

**Day:** 8

**Topic/Lesson Title & Grade Results #:** Art: Originality, Copyrights and Fair Use, Lesson 8

**Objective(s):** Students will be able to create art on their own by observing an object in reality.

**Guiding Question(s):** How does art perception influences people's behavior/experience?

**TN Curriculum Standard(s):**

**HS2.VA.Cr2. B-** Demonstrate awareness of the ethical implications and the use of images, materials, tools, and equipment in the creation and presentation of original work.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, and TEAMS meeting (if applicable)

**Attendance in Power School (5 mins.)**

**Key Vocabulary/Terms: Slide 20**

Define and discuss the meaning of the vocabulary words from lesson 8.

### **Vocabulary**

**Hatches:** A process of creating a tonal or shading effect by drawing closely spaced and parallel lines.

**Line drawing:** A drawing produced by only narrow lines by just showing variation in their width and density to produce different tones and shades.

**Mark-making:** A process used to describe the patterns, texture, marks, etc. in an artwork.

**Observational drawing:** A drawing based on real-life objects, model, or a landscape.

**Smudges:** A process of creating a blurred or messily smeared mark by rubbing on an object in a drawing.

**Texture:** The feel and appearance, or a pattern on the surface of a substance.

**Tones:** The lightness or darkness of a color that gives a realistic appearance to an art.

**Lesson Introduction (I Do): Slides 2 - 9 (15 minutes)** Tell students they will be working online drawing, tones, and hatches. After reviewing the daily vocabulary words, the teacher will show the students symmetry. Remind students that Line drawing: A drawing produced by only narrow lines by just showing variation in their width and density to produce different tones and shades. (See picture below) The teacher will ask the students: to draw some examples of line drawing. The teacher will explain Hatches: A process of creating a tonal or shading effect by drawing closely spaced and parallel lines. They have 10 minutes to create as many small drawings using hatching as possible. (See pic below) 5 Minutes, Teacher will explain **Tones:** The lightness or darkness of a color that gives a realistic appearance to an art. Students, how do you think hatching and tone would be helpful when creating works of art? 5 minutes the teacher will demonstrate to students how to create a hatching and tone on drawing paper.

### **Lesson Activities (We Do): (40 minutes)**

The teacher will facilitate the whole group, complete the Practice Activities, discuss the video (Supplemental), and the Selection activity.

Slide 1. Objectives

Slide 2. Introduction

Slide 3. Creating an Observational Drawing

Slide 4. Activity- Importance of Observational Skill  
Slide 5. Creating an Observational Drawing- Using Real Objects  
Slide 6. Activity-Essentials of Observational Drawing  
Slide 7. Creating an Observational Drawing-Using Grids  
Slide 8. Importance of Shapes in a Drawing  
Slide 9. Drawing Correct Shapes  
Slide 10. Creating an Observational Drawing-Outline of a Line Drawing  
Slide 11. Line Drawing Outline  
Slide 12. Applying a Range of Tones  
Slide 13. Creating an Observational Drawing-Mark Making  
Slide 14. Mark Making Technique  
Slide 15. Feasibility in Modifying/Recreating an Artwork by Another Person  
Slide 16. Fair Use Basics  
Slide 17. Copyright Infringement  
Slide 18. Activity - Lesson

**Supplemental Videos: Safari** - Copyright Exceptions and Fair use, Art Everywhere, Tissue Paper Creations, Leonardo Drew, Navajo Indian Blanket, Dot Dream Painting, Navajo Sand Painting

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review: (15 minutes) Slide 19**

Summarize the lesson with lesson review in grade results. Review daily vocabulary words, Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

**Independent Work – Posttest (They Do): (40 minutes)**

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

**Closing/Wrap Up/Notes Review: (5minutes)**

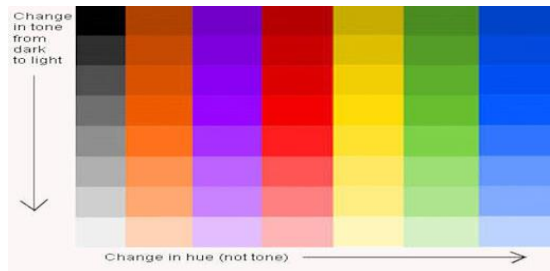
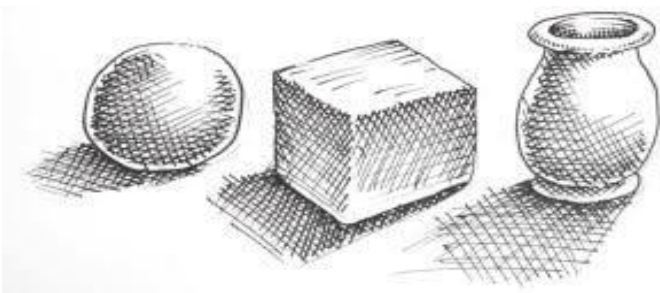
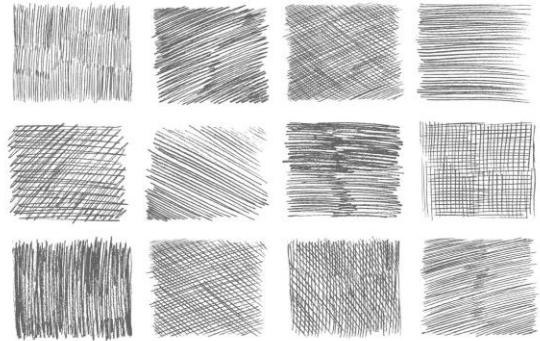
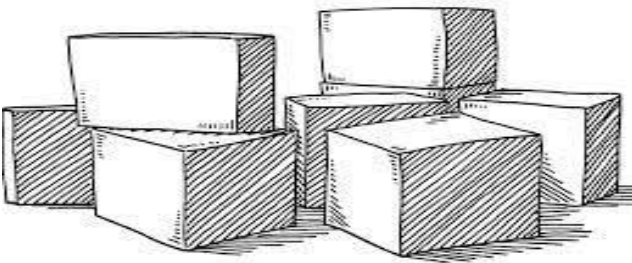
Take a moment to reflect on the lesson of the day. Examples: Select one of the following:

(1) Repeat the Lesson Review

- Copyright refers to the exclusive rights of a person who creates and owns an artwork for a specific period.
- When producing an art, it is always essential to observe the person, object, or another art of reference constantly, until the drawing is complete.
- An artist, while producing an art, can refer to real objects under various conditions to add more details to the artwork being produced.
- The artist should avoid tracing an existing art to retain the originality of the art being produced.
- The artist basically should have an awareness of the perspective of the drawing, with respect to shape, size, distance, etc.
- Care should be taken to use grids when drawing objects of different shapes, sizes, and their proportions.
- Artists who want their observational drawings to be realistic should not use dark outlines for objects. However, those who work online drawing can have dark outlines for objects.
- Artists should then concentrate on details of the image, add marks, wherever necessary and use an appropriate range of tones for the objects used in their drawing.

(2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

(3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.



## Summer School Lesson Plan

Subject/Grade: Visual Arts 1

Day: 9

Topic/Lesson Title & Grade Results #: Traditional and Contemporary Museums Lesson 9

**Objective(s):** Students will be able to create art and evaluate the following:

- Analyze traditional and emerging presentations.
- Evaluate the impact of a museum on society.
- Describe understanding and experiencing images.
- Interpret an artwork based on evidence.

**Guiding Question(s):** What is a museum? When was the organization of museum established? How is a traditional museum different from an emerging museum?

**TN Curriculum Standard(s):**

**HS1.VA.P2. A-** Analyze and evaluate traditional and emerging presentation spaces and methods.

**HS1.VA.P3. A-**Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

**HS1.VA.R1. A-**Analyze how one's understanding of the world is affected by experiencing images.

**HS1.VA.R2. A-**Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Attendance in Power School (5 mins)**

**Key Vocabulary/Terms: Slide 13** - Define and discuss the meaning of the vocabulary words from lesson 10.

### Vocabulary

**Aesthetic:** Concerned with beauty or the appreciation of beauty.

**Artifacts:** Objects created by a human being, which are of historical and cultural interest.

**Contemporary:** Belonging to or occurring in the present.

**Curators:** Caretakers of the museums.

**Ermine:** Short-tailed weasel.

**Exhibit:** A public display of an artwork.

**Galleries:** A place wherein the artwork would be displayed and sold.

**Heritage:** Cultures and traditions that are handed down from the past.

**Legacy:** The property that has been left by the forefathers.

**Museology:** The science or practice of organizing, arranging, and managing museums.

**Muses:** Greek gods of specific skills and inspirations.

**Museum:** A place that houses all artworks.

**Lesson Introduction (I Do): Slide 2-6, (15 minutes)** Tell students they will be learning about the development of museums and exhibitions along with the inclusion of traditional and emerging museums. After reviewing the daily vocabulary words, the teacher will show students videos of galleries with contemporary paintings along with artifacts. The teacher will tell the students they have 10 minutes to write down descriptions observed in paintings that show occurrences in the present

or past and 5 Minutes Teacher will explain the role of curators. The teacher will tell the student the difference between heritage and legacy. **Heritage:** Cultures and traditions that are handed down from the past. **Legacy:** The property that has been left by the forefathers. A few examples of Muses are shown in paintings at museums. Muses is Greek gods of specific skills and inspirations. Students will name a time and place where you have seen science or culture in artworks. 5 minutes, the teacher will demonstrate from students' observation from video-organizing, arranging, and managing museums. Again, point out the differences between galleries and museums.

### **Lesson Activities (We Do): (40 minutes) Slide 7-18**

The teacher will facilitate the whole group to watch and discuss the video (curator, museology, galleries, museums). Complete practice and discuss the activities for lesson 7-9 in grade results. The teacher will then review the video with follow up questions to ensure the students master the skill. The teacher will ask the student to name the basic shapes from the video.

Slide 1. Objectives

Slide 2. Introduction

Slide 3. Video - Louvre Museum

Slide 4. The Development of Museums

Slide 5. Video - History of Museums

Slide 6. Traditional Museums

Slide 7. Video - Alexandria

Slide 8. Emerging Museums

Slide 9. Video - Uffizi Gallery

Slide 10. Ideal Role of Museums in Societies

Slide 11. Exhibition Spaces

Slide 12. Video - Marcel Duchamp

Slide 13 Slide. Understanding and Experiencing the Art

Slide 14. Experiencing Art Through Museums

Slide 15. Video - Michelangelo

Slide 16. Interpreting an Artwork

Slide 17. Video - Mona Lisa

Slide 18. Drag and Drop Activity

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review: (15 minutes) Slide 19** Summarize the lesson with lesson review in grade results. Review daily vocabulary words, Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

- A museum is a place wherein all kinds of art and science artifacts have been housed. Museums are the fundamental means of learning, inspiring, and observing.
- Museums are permanent organizations to serve society.
- Museums are entrusted with the responsibility of collecting, researching, communicating, and exhibiting tangible and intangible heritages.
- The muses represent history, poetry, and astronomy, but not the plastic art of paintings, sculptors, and ceramic works.
- Traditional museums consider the plastic art of paintings, sculptor, and ceramic works as crafts and not arts.
- The emerging museums have exhibited all kinds of pillage material, living and non-living, stuffed birds, and dried plants, natural and dried plants.

**Independent Work – Posttest (They Do): (40 minutes)** Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

**Closing/Wrap Up/Notes Review: (5 minutes)**

Take a moment to reflect on the lesson of the day. Select one of the following:

- (1) Repeat the lesson Review.
  - A museum is a place wherein all kinds of art and science artifacts have been housed. Museums are the fundamental means of learning, inspiring, and observing.
  - Museums are permanent organizations to serve society.
  - Museums are entrusted with the responsibility of collecting, researching, communicating, and exhibiting tangible and intangible heritages.
  - The muses represent history, poetry, and astronomy, but not the plastic art of paintings, sculptors, and ceramic works.
  - Traditional museums considered the plastic art of paintings, sculptor, and ceramic works as crafts and not arts.
  - The emerging museums have exhibited all kinds of pillage material, living and non-living, stuffed birds, and dried plants, natural and dried plants.
  
- (2) Use an exit ticket: Ask students:  
What did you learn? What surprised you? What is unclear?
  
- (3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.

## Summer School Lesson Plan

**Subject/Grade:** Visual Arts 1

**Day:** 10

**Topic/Lesson Title & Grade Results #:** Final Post-Test Review & Post-Test

**Objective(s):**

- Students will review lessons to prepare for the final post-Test.
- Final Post-test will open. All students must complete the final Post-Test

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, and Teams meeting (if applicable)

**Attendance in Power School (5 minutes)**

**Lesson Introduction (I Do):**

Identify the purpose of the course  
Connect the course to missing or future coursework and Post-test

Lesson Activities/Supplemental (We Do)

**Lesson Activities and Review (We Do):**

Check Grade Results and have students review activities/lessons that they have not completed or need assistance with.  
Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

**Independent Work – Posttest (They Do):**

Students will review and complete any incomplete/missed/failed coursework.  
Student will complete the posttest

**Closing/Wrap Up:**



# **SEMESTER 2**

## Summer School Lesson Plan

**Subject/Grade:** Visual Arts 1

**Day:** 11

**Topic/Lesson Title & Grade Results #:** Thinking Like an Artist: Evaluation Lesson 1

**Objective(s):** Slide 1 Students will be able to discuss the parameters involved in analyzing a piece of artwork with different perspectives, audiences, and contexts. Explain how an artist decides the criteria for evaluating artwork.

**Guiding Question(s):** How do artists evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

**TN Curriculum Standard(s):**

**HS2.VA.R1. A-** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

**HS2.VA.R2. A-** Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

**HS2.VA.R3. A-** Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Attendance in Power School (5 mins.)**

**Key Vocabulary/Terms:** Slide 18 Define and discuss the meaning of the vocabulary words from lesson 1.

**Vocabulary**

**Aesthetics:** A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes of human response.

**Art criticism:** Describing and evaluating the media, processes, and meanings of works of visual art and making comparative judgments.

**Artist:** A person who creates paintings, prints, and sculptures with creativity and imagination.

**Crouched:** A position where the knees are bent, and the upper body is brought forward and down to avoid detection.

**Elements of Art:** The components such as line, texture, color, space, form, value, and shape.

**Lesson Introduction (I Do): Slide 2-3 (15 minutes)** Tell students they will be working on aesthetics, art criticism, and elements of art. After reviewing the daily vocabulary words, the teacher will show the students symmetry. Remind students that Aesthetics: A branch of philosophy that focuses on the nature of beauty, the nature, and value of art, and the inquiry processes of human response (see picture below). The teacher will demonstrate how to draw some examples of elements of art (see pic below). They have 10 minutes to create as many small drawings using the elements of art as possible. (See pic below) 5 Minutes Teacher will explain **Art criticism:** Describing and evaluating the media, processes, and meanings of works of visual art and making comparative judgments. 5 Minutes, Students, how do you think art criticism and aesthetics would be helpful when creating works of art?

**Lesson Activities (We Do): Slide 4 - 18 (40 minutes)**

As a whole group, complete the Practice Activities. Discuss.

The teacher will facilitate as the whole group, watch, discuss the video (evaluating Edward Hooper, relevance), complete practice, and dis

Discuss the activities (evaluation) for lesson 1.

1. Objectives
2. Introduction
3. Explore Renaissance art and Architecture - 360-degree View
4. Evaluation of Art
5. Activity - Evaluation of Art
6. Other Evaluation Criteria
7. Activity - Evaluation Criteria
8. Artwork Influencing Specific Audiences
9. Activity - Artwork Influencing Specific Audiences
10. Evaluation of Edward Hopper's Nighthawks
11. Evaluating the Context of an Information in an Art
12. Video - Evaluating Edward Hopper's Artwork
13. Activity - Edward Hopper's Artwork
14. Relevance of Criteria for Evaluating an Artwork
15. Activity - Criteria for Evaluating an Artwork
16. Video - Relevance of Criteria for Evaluating an Artwork
17. Activity - Relevance of Criteria for Evaluating an Artwork
18. Activity - Thinking Like an Artist
19. Lesson Review
20. Lesson Vocabulary

**Supplemental Videos:**

- Slide 1- Art Exhibition
- Slide 2- Pointillism
- Slide 3- Quality Fresco Painting
- Slide 4- Color Schemes

**Lesson Review: (15 minutes) Slide 19**

**Summarize the lesson with lesson review in grade results. Review daily vocabulary words** Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

**Independent Work – Posttest (They Do): (40 minutes)**

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

**Closing/Wrap Up/Notes Review: (5 minutes)**

Take a moment to reflect on the lesson of the day. Examples: Select one of the following:

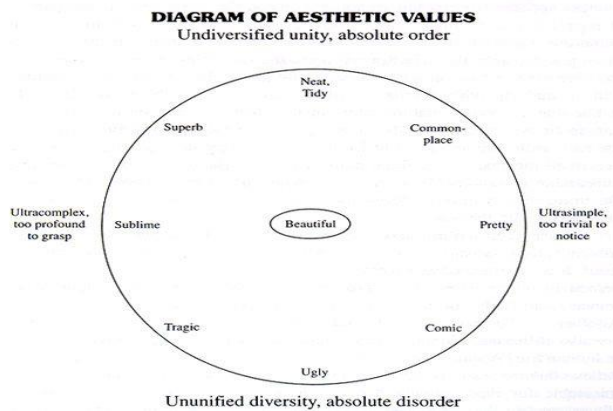
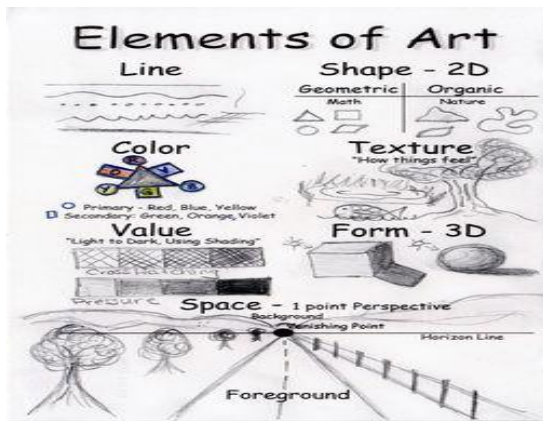
(1) Repeat the Lesson Review

- Evaluating an art is based on various areas/parameters, such as description, analysis, interpretation, and judgment.
- Description is the first set of evaluation and should always be neutral.
- Analysis is the second step of evaluation where the focus should lead to an evaluation based on the formal aspects of the elements of art.
- Interpretation is the third step that involves determination and explanation of meaning, mood, and the idea of the artwork.

- Judgment is the final stage in the evaluation of a piece of art and determines the degree of artistic merit.
- Evaluation criteria can also be based on the time and effort, theme, quality, color scheme, and proportion/details used in the artwork.
- When evaluating an artwork, the evaluator should also consider the purpose of the art with respect to the intended audiences and the context in which the art was created.
- The criteria used for evaluation may be categorized as subjective or objective approaches.
- In a subjective approach, the evaluation is based on personal experiences while the objective approach toward evaluation is based on truth-values.

(2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

(3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.



## Analyze- Complete the chart

### Design Principles

	Balance	Emphasis	Harmony	Variety	Movement/ Rhythm	Proportion
Color		●	●	●		
Value				●		
Line					●	
Shape/ Form				●		●
Texture				●		
Space	●					



- 1. DESCRIBE**  
ELEMENTS & SUBJECT
- 2. ANALYZE**  
COMPOSITION & DESIGN
- 3. INTERPRET**  
MEANING & CONTENT
- 4. EVALUATE**  
SKILL & TECHNIQUE

## Summer School Lesson Plan

Subject/Grade: Visual Arts 1

Day: 12

Topic/Lesson Title & Grade Results #: Drawing Techniques Lesson 2

**Objective(s):** Slide 1 Students will be able to create contours, gesture drawings, and line drawing techniques.

**Guiding Question(s):** How do artists create using the elements of art.

**TN Curriculum Standard(s):**

**HS2.VA.Cr2. B-** Develop awareness of the balance between freedom and responsibility in the use of images, materials, tools, and equipment in the creation and presentation of original work.

**HS2.VA.Cr3. A-** Reflect upon, revise, and refine works of art and design in response to personal artistic vision.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMs meeting (if applicable)

Attendance in Power School (5 minutes)

**Key Vocabulary/Terms: Slide 19** Define and discuss the meaning of the vocabulary words from lesson 2.

**Vocabulary**

**Contour:** An outline or edge that represents a shape or form of something.

**Expressive lines:** curved lines that increase the sense of dynamism of a work of art.

**Pastel:** An art material in the form of a stick made of pure powdered pigment and a binder.

**Proportion:** A principle of art that describes the size, location, or amount of one object in relation to another.

**Red chalk:** A chalk of reddish-brown color, which is used for drawing.

**Vantage point:** A location that provides a good, clear view of an area.

**Lesson Introduction (I Do): Slide 2,3,5,6-12,14,16 (15 minutes)** Tell students they will be working on a lesson about expressive lines, pastel, and vantage point. After reviewing the daily vocabulary words, the teacher will show the students how a vantage point looks. Remind students that **Vantage point:** A location that provides a good, clear view of an area. (See picture below). The teacher will demonstrate for the students how to draw some examples of expressive lines (see pic below). They have 10 minutes to create as many small drawings using expressive lines as possible. (See pic below) 10 Minutes, Teacher will explain **Pastel:** An art material in the form of a stick made of pure powdered pigment and a binder. Students, how do you think expressive lines would be helpful when creating works of art?

**Lesson Activities (We Do): Slide 4,7,13,15,17 (40 minutes)**

As a whole group, complete the Practice Activities and discuss.

The teacher will facilitate as the whole group, watch, discuss the video, complete practice, and discuss the activities for lesson 2.

Slide 1. Objectives

Slide 2. Introduction

Slide 3. Drawing Techniques

Slide 4. Video- Contour Drawing

Slide 5. Cross-contour Drawing

Slide 6. Blind Contour Drawing

Slide 7. Video-Blind Contour Drawing

Slide 8. Activity – Contour, Cross-contour, and Blind Contour Techniques

Slide 9. Gesture Drawing

Slide 10. Video-Gesture Drawing

Slide 11. Line Drawing

Slide 12. Video- Line Drawing

Slide 13. Activity-Line Drawing

Slide 14. Continuous- Line Drawing

Slide 15. Video- Continuous Line Drawing

Slide 16. Sighting/Measuring Technique

Slide 17. Video-Sighting/Measuring Technique

Slide 18: Lesson Review

Slide 19: Lesson Vocabulary Words

### **Lesson Review: (15 minutes) Slide 18**

**Summarize the lesson with lesson review in grade results. Review daily vocabulary words** Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

### **Independent Work – Posttest (They Do): (40 minutes)**

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

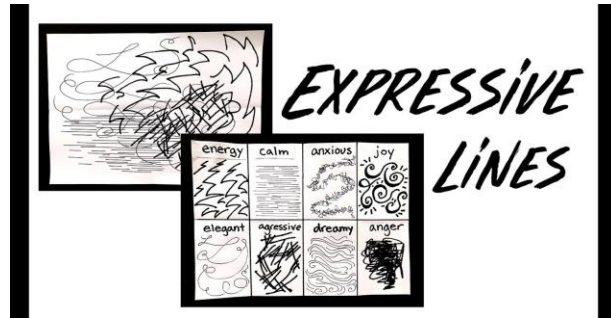
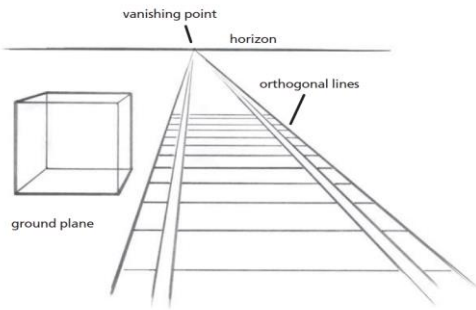
### **Closing/Wrap Up/Notes Review: Slide 18 (5 minutes)**

Take a moment to reflect on the lesson of the day. Examples: Select one of the following:

#### **(1) Repeat the Lesson Review**

- Drawing is a form of visual art in which people use various drawing materials to produce images on a surface, usually paper, by means of marks.
- The most important part of the drawing is observation.
- Contour drawing is a drawing technique in which an artist sketches the outline of a subject by drawing the edges of the subject and leaving out the finer details.
- Cross-contour drawing contains lines that are drawn across the form.
- In blind contour drawing, the artist sketches the outline of the subject without even seeing the paper.
- A gesture drawing can be done quickly using expressive lines in a shorter period.
- In art language, a line is defined as a moving dot.
- Line quality represents the thickness or thinness of a line.
- Line weight represents the strength of a line.
- A continuous line drawing technique produces a drawing without even lifting the drawing material from the drawing paper.
- Sighting is a drawing technique in which a realistic image can be drawn with great accuracy and detail.
- To improve the accuracy of drawing, the proportions of the subject can be measured using tools.

(2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?



## Summer School Lesson Plan

Subject/Grade: Visual Arts 1

Day: 13

Topic/Lesson Title & Grade Results #: Art Techniques Part II Lesson 3

**Objective(s):** Slide 1 Students will describe grid, positive, negative, and different linear perspective techniques.

**Guiding Question(s):** What is positive and negative space?

**TN Curriculum Standard(s):**

**HS2.VA.Cr2. B-** Develop awareness of the balance between freedom and responsibility in the use of images, materials, tools, and equipment in the creation and presentation of original work.

**HS2.VA.Cr3. A-** Reflect upon, revise, and refine works of art and design in response to personal artistic vision.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Attendance in Power School (5 minutes)**

**Key Vocabulary/Terms: Slide 12 Define** and discuss the meaning of the vocabulary words from lesson 3.

### Vocabulary

- **Bird's eye view:** An elevated view of an object from above.
- **Bite-sized piece:** A very small piece.
- **Composition:** The arrangement of visual elements in artwork.
- **Contour:** An outline or edge that represents a shape or form of something.
- **Curvature:** The degree to which a curve deviates from a straight line.
- **Grid:** A network of lines that cross each other to make a series of squares or rectangles.
- **Horizon:** A horizontal line that runs across the paper to represent the viewer's eye level.
- **Illusion:** An instance of a misinterpreted perception of sensory experience.
- **Pastel:** An art material in the form of a stick, made of pure powdered pigment and a binder.
- **Proportion:** A principle of art that describes the size, location, or amount of one object in relation to another.
- **Vantage point:** A location that provides a good, clear view of an area.
- **Worm's eye view:** A view of an object from below.

**Lesson Introduction (I Do): Slide 2-5 & 7-9 (15 minutes)** Tell students they will be working on a lesson about Bird's eye view, contour, and grid. After reviewing the daily vocabulary words, the teacher will show the students how a bird's eye view looks. Remind students that Bird's eye view: An elevated view of an object from above. (See picture below). The teacher will demonstrate for the students how to draw some examples of bird's eye view (see pic below). They have 10 minutes to create as many small drawings using contour lines as possible. (See pic below) 5 Minutes Teacher will explain

Contour: An outline or edge that represents a shape or form of something and Grid: A network of lines that cross each other to make a series of squares or rectangles. 5 Minutes, Students, how do you think contour lines, grid and bird's eye view would be helpful when creating works of art?



**Lesson Activities (We Do): (40 minutes) Slide 6 - 24**

As a whole group, complete the Practice Activities. Discuss.

The teacher will facilitate as the whole group, watch, discuss the video (supplemental), and complete practice and discuss the activities (lesson) for lesson 3.

Slide 1. Objectives

Slide 2. Introduction

Slide 3. Drawing Techniques

Slide 4. Video- The Grid Technique

Slide 5. Triangular Grid Technique

Slide 6. Activity- The Grid Technique

Slide 7. Identifying Basic Shapes

Slide 8. Positive and Negative Space

Slide 9. Activity- Positive and Negative Space

Slide 10. Vanishing Point

Slide 11. Video- Vanishing Points, Horizon Lines and Planes

Slide 12. Linear Perspectives

Slide 13. Video- Linear Perspective

Slide 14. Activity- Linear Perspective

Slide 15. Facial Proportions

Slide 16. Video- Basic Facial Proportions

Slide 17: Foreshadowing

Slide 18: Plumb Line

Slide 19: Ellipse

Slide 20: Steps to Drawn an Ellipse

Slide 21: Video-Drawing an Ellipse Using Freehand

Slide 22: Drawing an Ellipse Using Freehand (cont.)

Slide 23: Drawing an Ellipse Using Freehand (cont.)

Slide 24: Drop and Drop Activity

Slide 25: Lesson Review

Slide 26: Lesson Vocabulary Words

**Lesson Review: (15 minutes) Slide 11**

**Summarize the lesson with lesson review in grade results. Review daily vocabulary words** Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

**Independent Work – Posttest (They Do): (40 minutes)**

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

**Closing/Wrap Up/Notes Review: (5 minutes) Slide 11**

Take a moment to reflect on the lesson of the day. Examples: Select one of the following:

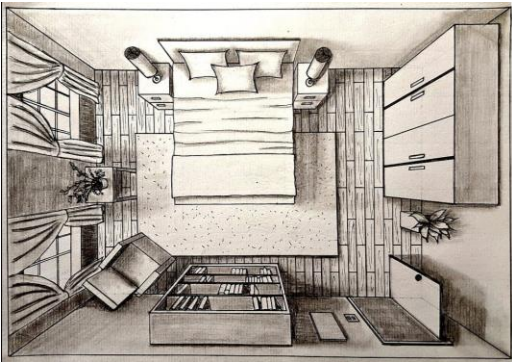
(1) Repeat the Lesson Review

- Graphite pencils, pen and ink, inked brushes, paints, crayons, chalk, pastels, charcoal, wax colored pencils, markers, erasers, and styluses are examples of drawing materials.
- The grid method is an inexpensive drawing technique in which the image to be painted can be reproduced or enlarged.
- Triangular grid technique uses a grid made of triangles instead of squares.

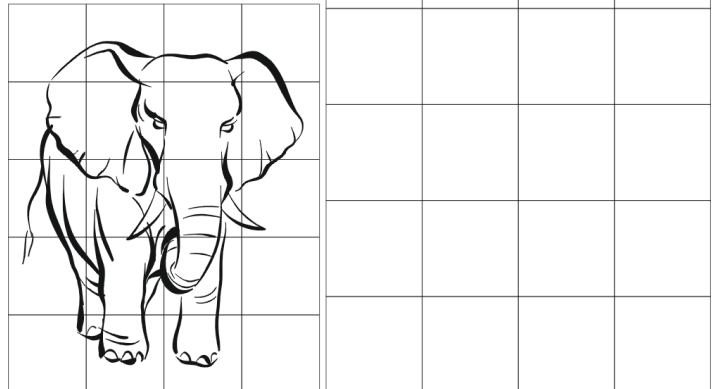
- In the triangular grid technique, a compass or a proportional divider is used to take the measurements from the reference photo.
- Complex objects can be drawn accurately by breaking them into basic shapes.
- The positive space in an artwork represents the area that covers the subject(s).
- The negative space in an artwork represents the area that is around the subject(s).
- In the art of drawing, a point of convergence is called the vanishing point.
- Linear perspective uses lines to create the illusion of space in a drawing.
- In a one-point linear perspective, one vanishing point is placed on the horizon line.
- Two-point perspective uses two vanishing points for drawing forms.
- The three-point perspective uses three vanishing points for drawing forms.
- Facial proportions will help an artist to place the features of the face at the right locations and to keep the features of the face to their natural size.
- Foreshortening refers to distortion that happens when the human figure is drawn in space from an exaggerated point of view.
- In art, plumb lines are undedicated lines, which are used as a reference when determining the alignment of objects.
- When a circular shape is viewed in perspective or from a different vantage point, a geometrical shape, an ellipse, is formed.
- An ellipse can be drawn using freehand, one-point perspective, two-point perspective, and three-point perspective.

(2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

(3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.



NAME: \_\_\_\_\_  
 AGE: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
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## Summer School Lesson Plan

Subject/Grade: Visual Arts 1

Day: 14

Topic/Lesson Title & Grade Results #: Pencil Drawing & Pencil Shading Lesson 4

**Objective(s):** Lesson 4: Slide 1 Lesson 5: Slide 1 Students will learn pencil techniques and a variety of art supplies.

**Guiding Question(s):** How does an artist apply drawing techniques with art supplies?

### TN Curriculum Standard(s):

**HS2.VA.Cr1. B-**Choose from a range of materials and methods of traditional and contemporary practices to plan works of art and design.

**HS2.VA.R1. A-** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

**HS2.VA.R2. A-** Evaluate types of contextual information relevant to the process of constructing interpretations of an artwork or collection of artworks.

**HS2.VA.R3. A-**Analyze the relevance of criteria used by others to evaluate a work of art or collection of works.

**HS2.VA.P3. A-**Make, explain, and justify connections between exhibitions of artists or artwork and the context of social, cultural, and political history.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Attendance in Power School (15 minutes)**

**Key Vocabulary/Terms:** Define and discuss the meaning of the vocabulary words from lesson 4.

### Vocabulary Part A: Slide 12

**Brittle:** Having little elasticity.

**Charcoal:** A stick of black carbon material used for drawing.

**Compressed:** Reduced in volume by pressure.

**Density:** The quality of being dense, close, or thick.

**Shade:** Cast a shadow over.

**Sketch:** Make an outline of.

**Smudge:** Cover by smearing over.

**Texture:** The surface of something.

**Tortillon:** An artist's tool used to smudge and blend a drawing; it is made from a variety of drawing tools.

### Part B: Slide 10

**Dot:** A small circular shape.

**Hatching lines:** Parallel lines.

**Shading:** Casting layers of shadow.

**Sketch:** Rough diagram of something.

**Stroke:** Touch lightly and repeatedly with brushing motions.

**Tripod:** A three-sided support.

**Value:** Darkness or lightness of the color.

## **Lesson Introduction (I Do): (15 minutes)**

### **Part A: slides 2-9**

Students will be working on a lesson about tortillon, sketch and value. After reviewing the daily vocabulary words, the teacher will show the students how a tortillon looks. Remind students that **Tortillon**: An artist's tool used to smudge and blend a drawing; it is made from a variety of drawing tools. (See picture below). The teacher will demonstrate for the students how to draw some examples of value (see pic below). They have 10 minutes to sketch as many small drawings as possible. (See pic below) Teacher will explain **Sketch**: Rough diagram of something. Students, how do you think sketching and value would be helpful when creating works of art?

### **Part B: slides 2 – 9**

Tell students they will be working on a lesson about tortillon, sketch and value. After reviewing the daily vocabulary words, the teacher will show the students how a tortillon looks. Remind students that **Tortillon**: An artist's tool used to smudge and blend a drawing; it is made from a variety of drawing tools. (See picture below). The teacher will demonstrate for the students how to draw some examples of value (see pic below). They have 10 minutes to sketch as many small drawings as possible. (See pic below) Teacher will explain **Sketch**: Rough diagram of something. Students how do you think sketch and value would be helpful when creating works of art

## **Lesson Activities (We Do): Lesson 4: Slide 6,10 Lesson 5: Slide 11 (40 minutes)**

As a whole group, complete the Practice Activities, and discuss.

The teacher will facilitate as the whole group, watch, discuss the video, complete practice, and discuss the activities (Drawing tools, lesson, for lesson 4.

### **Part A**

- Slide 1. Objectives
- Slide 2. Introduction to Art
- Slide 3. Art Supplies
- Slide 4. Understanding Pencil Grades
- Slide 5. Using Appropriate Drawing Tools
- Slide 6. Activity- Drawing Tools
- Slide 7. Using Appropriate Drawing Tools (cont.)
- Slide 8. Use of Charcoal
- Slide 9. Art Supplies- Drawing Papers
- Slide 10. Crossword Activity
- Slide 11. Lesson Review
- Slide 12. Lesson Vocabulary Words

### **Part B**

- Slide 1. Objectives
- Slide 2. Pencil Holding Techniques
- Slide 3. Ways to Increase your Range of Motion
- Slide 4. Drawing Straight Lines
- Slide 5. Shading Techniques
- Slide 6. Nuances of Shading
- Slide 7. Nuances of Shading (cont.)
- Slide 8. Nuances of Shading (cont.)
- Slide 9. Lesson Review
- Slide 10. Lesson Vocabulary Words

**Lesson Review: (15 minutes) Part A: lesson 4: Slide 11 Part B: lesson 5: Slide 10**

**Summarize the lesson with lesson review in grade results. Review daily vocabulary words** Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

**Independent Work – Posttest (They Do): (40 minutes)**

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

**Closing/Wrap Up/Notes Review: (5 minutes)**

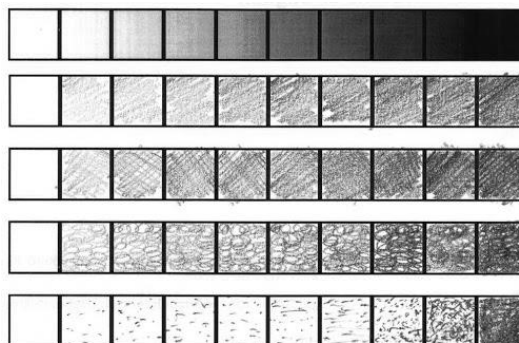
Take a moment to reflect on the lesson of the day. Examples: Select one of the following:

(1) Repeat the Lesson Review

- Artists use a variety of drawing pencils to create value in their drawing.
- Understanding the pencil grades and using them in the drawing will help to achieve the desired results.
- Using a variety of charcoal helps to create a darker value for the drawing.
- The kneaded erasers are used for erasing graphite, charcoal, pastel, and chalk on paper.
- Transparent ruler acts as a guideline to draw objects that are proportionate.
- Paper stump or blending stump is used to blend, smudge, or smear your drawing to create effects in it.
- Sandpaper sharpening block is used to sharpen the paper stump as it blends upon usage.
- Tissue papers are used to create texture on the paper.
- Holding the pencil in the right position is the first type in pencil drawing.
- When drawing curves, it is important to reduce your finger's stiffness and work on the firmness of the lines that are drawn on paper.
- Straight lines can be achieved with the firmness you exert on the lines.
- Shading involves applying varying levels of darkness to create the illusion of form and depth of the object.
- Hatching is the simplest way of linear shading.
- Hatching technique will help to draw portraits in a short time.
- Holding the pencil in a tilting position will help to draw thick strokes.
- Circular technique helps to create realistic skin texture.
- Cross-hatching technique is used to draw wrinkled or highly textured skin.
- Pressure control, tight strokes, and reduction of white dots on the canvas are the techniques to draw realistic portraits.

(2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

(3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.



## Summer School Lesson Plan

Subject/Grade: Visual Arts 1

Day: 15

Topic/Lesson Title & Grade Results #: Abstract Expressionism Lesson 5

**Objectives:** Part A: Slide 1 Student will: Define abstract expressionism. Narrate the history of abstract expressionism.  
Part B: Slide 1 Students will be able to analyze self-expression in artworks and personal growth.

**Guiding Question:** Can anyone tell me what started the trend of abstract impressionism? How does an artist express self in artworks?

**TN Curriculum Standard(s):**

**HS2.VA.Cr2.A** Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using course specific craftsmanship.

**HS2.VA.Cr3.A** Develop awareness of the balance between freedom and responsibility in the use of images, materials, tools, and equipment in the creation and presentation of original work.

**HS2.VA.Cr2.B,** Reflect upon, revise, and refine works of art and design in response to personal artistic vision.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMs meeting (if applicable)

**Attendance in Power School (15 minutes)**

**Key Vocabulary/Terms: Slide 11**

**Key Vocabulary/Terms: Define and discuss the meaning of the vocabulary words**

**Vocabulary, Part A**

- **Abstract art:** The creation of art through colors, shapes, and textures.
- **Ardent:** Passionate.
- **Capitalism:** A movement that advocates the control of industry and trade by private owners rather than by the state.
- **Chaotic:** In a state of complete confusion and disorder.
- **Collage:** A collection and combination of various things.
- **Conservative:** A person who is averse to any change and innovation.
- **Conventional:** Based on or in accordance with what is generally done or believed.
- **Cubism:** The 20th-century influential visual art style.
- **Mythology:** The study of myths.
- **Portray:** Describe in a particular way.
- **Proponent:** A person who advocates a theory, proposal, or course of action.
- **Revitalization:** The action of inspiration that gives new life and vitality.
- **Socialism:** A movement that advocates the idea that the means of production, distribution, and exchange should be owned and regulated by the community.
- **Subconscious:** A part of the mind that is not fully aware but influences the actions and feelings of an individual.
- **Surrealism:** The 20th-century avant-gardist (unorthodox, experimental, and radical movement) movement in arts and literature.
- **Tourists:** People who visit various places for enjoyment or knowledge.

- **Universal truth:** It is the truth that corresponds to reality regardless of time and space.

**Part B: Slide 1**

- **Collage:** An art that is made up of various materials.
- **Imprint:** Creating a lasting effect.
- **Inference:** Concluding pieces of evidence and reasoning.
- **Juvenile:** A child who is young and immature.
- **Negotiation:** A discussion with the aim of reaching an agreement.
- **Perspective:** A particular way of considering something.
- **Self-expression:** Expression of one's ideas and feelings through art.
- **Social skills:** A skill of communication and interaction.
- **Spontaneous:** Performance due to impulse or inclination.

**Lesson Introduction (I Do): Slide 2-8 (15 minutes) Part A:** Tell students they will be working on a lesson about cubism, mythology, and socialism. After reviewing the daily vocabulary words, the teacher will show the students cubism in art. Remind students that Self-expression is Expression of one's ideas and feelings through art.

(See picture below). The teacher will give examples of mythology and socialism in art (see pic below). They have 10 minutes to create a mini drawing in the style of cubism. (See pic below) 10 Minutes, Teacher will explain Socialism: A movement that advocates the idea that the means of production, distribution, and exchange should be owned and regulated by the community. Students, how do you think self-expression, social skills, and perspective would be helpful when creating works of art?

**(I Do) Slide 2-8 (20 minutes) Part B:** Tell students they will be working on a lesson about self-expression, social skills, and perspective. After reviewing the daily vocabulary words, the teacher will show the students how perspective is used in art. Remind students that Self-expression is Expression of one's ideas and feelings through art.

(See picture below). 5 Minutes, the teacher will demonstrate for the students how to draw some examples of perspective (see pic below). They have 10 minutes to create as many small drawings as possible using perspective. (See pic below) 5 Minutes, teacher will explain **Sketch:** Rough diagram of something. Students, how do you think self-expression, social skills and perspective would be helpful when creating works of art?

**Lesson Activities (We Do): (40 minutes) Slide 9**

As a whole group, complete the Practice Activities and discuss.

The teacher will facilitate as the whole group, watch, discuss the video (supplemental), complete practice, and discuss the activities.

Part A:

Slide 1. Objectives

Slide 2. Introduction

Slide 3. Definition of Abstract Expression

Slide 4. Evolution of Abstract Expression

Slide 5. Interpretation of Abstract Expressionism in the Art

Slide 6. Transformation of the Art in Reality into Abstract Art

Slide 7. Famous Artists of Abstract Expressionism

Slide 8. Impact of Art Upon the Society and Culture

Slide 9. Activity- Abstract Expressionism

Slide 10. Lesson Review

Slide 11. Lesson Vocabulary Words

Part B:

Slide 1: Objectives

Slide 2: Introduction

Slide 3: Definition of Self Expression

Slide 4: Self Expression in Self Portraits  
Slide 5: Self Expression in Self Portraits, (con't.)  
Slide 6: Spontaneous Expression in Art  
Slide 7: Benefits of Self Expression in Art  
Slide 8: Activity – Artists  
Slide 9: Activity – Artists Self Expression  
Slide 10: Lesson Review  
Slide 11: Lesson Vocabulary Words

- **Supplemental Videos: Slide 1**-Abstraction Expressionism, **slide 2**- Abstraction Expressionist, **slide 3**-Abstraction Arrives, **Slide 4**-Jackson Pollock
- **Supplemental: Slide 1**- Self Portraits

**Lesson Review: (15 minutes) Part A and Part B, Slide 10**

**Summarize the lesson with lesson review in grade results. Review daily vocabulary words** Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

**Independent Work – Posttest (They Do): (40 minutes)**

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

**Closing/Wrap Up/Notes Review: (5 minutes)**

Take a moment to reflect on the lesson of the day. Examples: Select one of the following:

(1) Repeat the Lesson Review, Part A

- The term *abstract* refers to the absence of a physical form.
- Colors, shapes, and lines form the abstract expressionism art.
- Abstract expressionism art portrays a society's collective unconsciousness.
- Abstract art differs widely from abstract expressionism art.
- Abstract expressionism developed after the 1930s amidst the chaotic conditions of World War II, the Spanish Civil War, rising Hitlerism, the Great Depression, and the problem of unemployment.
- The interpretation of abstract art can be done in three stages: description stage, analysis stage, and evaluation stage.
- Art helps in building a social network.
- Art organizations play a vital role in providing opportunities to artists and enabling their growth and development.

(2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

(3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.



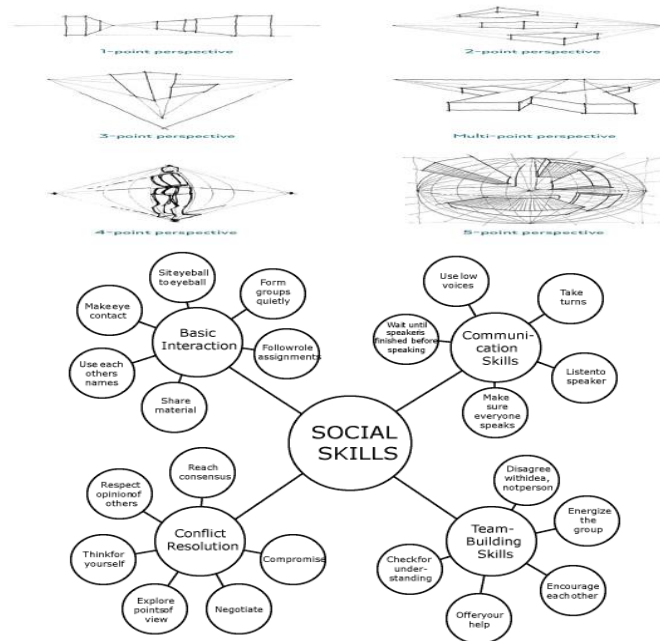


(1) Repeat the Lesson Review, Part B

- From her childhood, Frida Kahlo underwent many ordeals, and her paintings vividly describe the pain and sufferings she had endured during those times.
- The term "self-expression" refers to the feelings, ideas, and emotions that had been portrayed in the paintings of artists.
- The inner world and the external life of the artists can be understood through their paintings.
- Artists like Adolf Hitler, Frida Kahlo, Rembrandt Harmen zoon van Rijn, and Francisco José de Goya had created many self-expressive arts.
- The spontaneous expression refers to the art that would be created on impulse.
- Self-expressive arts help the person in developing leadership quality, negotiation ability, and acquiring social skills.

(2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

(3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.



## Summer School Lesson Plan

Subject/Grade: Visual Arts 1

Day: 16

Topic/Lesson Title & Grade Results #: Conceptual Art Practices & Traditional, Lesson 6 (A) & (B)

Objective(s): Lesson A & B: Slide 1 Students will be able to discuss, evaluate, and interpret conceptual art.

### Lesson A

- Define conceptual art.
- Analyze the traditional and contemporary practices to create artwork.
- Discuss the freedom and responsibility in creating art.
- Evaluate the influence of images upon the ideas, emotions, and behavior of a specific audience.
- Interpret an artwork or collection of artworks and contextual information.

### Lesson B

- Understand the art supplies used in traditional times.
- Learn the process followed to draw during ancient times.

Guiding Question(s): How do artists select the correct medium?

### TN Curriculum Standard(s):

**HS2.VA.Cr1. A**-Individually or collaboratively formulate new creative problems based on student's existing work. -B Choose from a range of materials and methods of traditional and contemporary practices to plan works of art and design.

**HS2.VA.Cr2. A**-Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using course specific Craftsmanship-B-Develop awareness of the balance between freedom and responsibility in the use of images, materials, tools, and equipment in the creation and presentation of original work.

**HS2.VA.Cr3. A**-Reflect upon, revise, and refine works of art and design in response to personal artistic vision

**HS2.VA.R1. A**-Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMs meeting (if applicable)

### Attendance in Power School (5 minutes)

**Key Vocabulary/Terms: Lesson A: Slide 11 & Lesson B: Slide 17** Define and discuss the meaning of the vocabulary words from lessons A&B.

### Vocabulary

#### Lesson A

- **Audience:** An assembled spectator for viewing the artworks.
- **Aura:** A distinctive atmosphere that seems to surround the place or a person.
- **Canvas:** A durable, coarse, unbleached cloth made from hemp, flax, or similar yarn.
- **Conceptual:** The ideas and concepts formed in mind.
- **Ephemeral:** Lasting for a very short time.
- **Imbue:** Inspire.
- **Loath:** Be reluctant.
- **Medium:** The materials used in creating the artwork.

- **Perception:** The way in which something is regarded, understood, or interpreted.
- **Redundant:** No longer needed.
- **Space:** Areas around, within, and between the components of a piece of artwork.
- **Surrealism:** An art which sought to release the creative potential of the unconscious mind.

## Lesson B

- **Chiaroscuro effect:** Treatment of light and shade in drawing and painting.
- **Glazing:** A wet-over-dry painting technique that changes the color or texture of a surface.
- **Illusion:** Deception by creating illusory ideas.
- **Impasto effect:** Painting that applies the pigment thickly so that the brush or palette knife marks are visible.
- **Scumbling:** The application of a very thin coat of color over the surface of a picture.

**Lesson Introduction (I Do): Lesson A: Slide 2-8 Lesson B: Slide 2-19 (15 minutes)** Tell students they will be working on a lesson about Conceptual, Glazing and Impasto effect. After reviewing the daily vocabulary words, the teacher will show the students an example of Impasto effect (see picture below). Remind students that Conceptual (Lesson A): The ideas and concepts formed in mind. (See picture below). The teacher will demonstrate for the students how glazing techniques work. Glazing (Lesson B): A wet-over-dry painting technique that changes the color or texture of a surface (see pic below). They have 10 minutes to create as many small drawings as possible using paint 3D. (see pic below) 5 Minutes Teacher will explain Impasto effect (Lesson B): Painting that applies the pigment thickly so that the brush or palette knife marks are visible. 5 Minutes, Students how do you think Conceptual, Glazing and Impasto effect would be helpful when creating works of art?

## Lesson Activities (We Do): Lesson 8: Slide 7-9 Lesson 9: Slide 17 Slide 1 (40 minutes)

As a whole group, complete the Practice Activities, and discuss.

The teacher will facilitate as the whole group, watch, discuss the video (supplemental), complete practice, and discuss the activities.

## Lesson A

Slide 1. Objectives

Slide 2. Introduction

Slide 3. Conceptual Art

Slide 4. Practicing Traditional Art

Slide 5. Practicing Contemporary Art

Slide 6. Freedom of Artists

Slide 7. Impact of the Conceptual Art

Slide 8. Types of Conceptual Information and the Artwork

Slide 9. Activity- Conceptual Art

Slide 10. Lesson Review

Slide 11. Lesson Vocabulary Words

## Lesson B

Slide 1. Objectives

Slide 2. Painting the Traditional Way

Slide 3. Video- Method to Attach Fabric to the Canvas

Slide 4. Oil Painting

Slide 5. Points to Consider when Beginning to Paint

Slide 6. Using Quality Product

Slide 7. Step 1- Under-drawing the Traditional Way

Slide 8. Step 1- Under-drawing the Traditional Way (cont.)

Slide 9. Activity- Under-drawing the Traditional Way (cont.)

Slide 10. Step 2: Painting the Imprimatur

- Slide 11. Step 3: Refining the Underpainting-The Deep Layer
- Slide 12. Working on the Main Character and the Background
- Slide 13: Blocking the First Layer of the Background
- Slide 14: Painting the Sky and the Water
- Slide 15. Step 4- The Final Stage
- Slide 16. Lesson Review
- Slide 17. Lesson Vocabulary Words

**Lesson Review: Lesson A: Slide 16 Lesson B: Slide 11-14 (15 minutes)**

**Summarize the lesson with lesson review in grade results. Review daily vocabulary words** Restate the guiding question(s) to see if students can answer the question(s). Give the students a few minutes to review the slides and their notes.

**Independent Work – Posttest (They Do): (40 minutes)**

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

**Closing/Wrap Up/Notes Review: (5 minutes)**

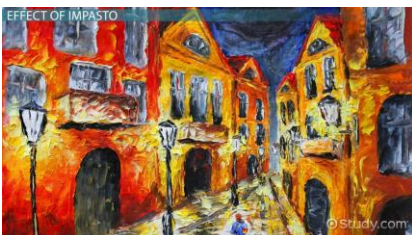
Take a moment to reflect on the lesson of the day. Examples: Select one of the following:

(1) Repeat the Lesson Review

- Conceptual art is a modern form of contemporary art.
- The primary object of the art is to deliver a powerful message related to a specific occasion.
- Examples of conceptual art are billboards, advertisements, films, television presentations, photography, maps, and signs.
- The difference between traditional and conceptual art is that the traditional art is very formal.
- Traditional art gives much importance to lines, shapes, and colors.
- Contemporary artists view that traditional art is so formal that it does not give much consideration for the ethical and social aspects of society.
- Conceptual art focuses on the ideas and messages and not on the shapes and the colors.
- Conceptual artists loath to create any artwork that confines to a set of rules.
- Traditional paintings were done on canvas within a studio.
- Contemporary art portrays the modern world in which we live.
- As the "brush" is so powerful, an artist can bring out the core issues of society and thereby enable the world to know about the problems that occur in one corner of the world.
- Contextual art is one that conveys the message about the context that prevails at the time of the creation of the artwork.
- The different contexts in which artists work are historical context, an artist's context, and the cultural context.
- The viewer's context refers to the experience of viewers at different periods.

(2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

(3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.



## Summer School Lesson Plan

Subject/Grade: Visual Arts 1

Day: 17

Topic/Lesson Title & Grade Results #: Contemporary Painting & Curating Artwork Lesson 7(A) & (B)

Objective(s): Slide 1 Students will be able to describe curating, exhibitions, museums, and paintings.

### Lesson A

- Define curating.
- Describe curating as an art show.
- Organize exhibitions successfully.
- Explain the maintenance of museums.
- Narrate the curating of Alchemy art.

### Lesson B

- Learn the different types of contemporary painting mediums.
- Understand how to use acrylic paints to paint images that approximate reality.

Guiding Question(s): Why is it important to have art galleries?

### TN Curriculum Standard(s):

**HS2.VA.P3. A-** Make, explain, and justify connections between exhibitions of artists or artwork and the context of social, cultural, and political history.

**HS2.VA.R1. A-** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

**HS2.VA.R1. B-** Evaluate types of contextual information relevant to the process of constructing interpretations of an artwork or collection of artworks.,

**HS2.VA.R2. A-** Compare and connect functions of art in a variety of societal, cultural, and historical contexts to contemporary and local contexts.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMs meeting (if applicable)

**Attendance in Power School (5 minutes)**

**Key Vocabulary/Terms:** Slide 16 Define and discuss the meaning of the vocabulary words from lesson 10 & 11.

### Vocabulary

#### Lesson A:

- **Alchemy:** A magical chemical transformation.
- **Authenticate:** Proving the genuineness or validity of art.
- **Cascading effect:** Inevitable and unforeseen chain of events.
- **Contemporary art:** A modern art with a dynamic composition of materials, methods, concepts, and subjects.
- **Curating:** Taking care of artworks, artifacts, and heritage.
- **Curators:** People responsible for maintaining museums and conducting art exhibitions.
- **Delegate:** Entrust a task to another person.

- **Documentation:** Materials that provide official information or evidence or that serves as a record.
- **Gouache:** A watercolor medium executed with opaque watercolors
- **Gallery:** A room or building wherein an artwork would be displayed and sold.
- **Miniature:** Tiny or very small.
- **Pigment: A substance used to decorate a surface.**
- **Repository of knowledge:** A place that is filled with knowledge.
- **Theme:** An idea that pervades a work of art or literature.

#### Lesson B:

- **Gouache:** A watercolor medium executed with opaque watercolors.
- **Pigment:** A substance used to decorate a surface.

**Lesson Introduction (I Do): Slide 2(Lesson A) Slide 2-12(Lesson B) (15minutes)** Tell students they will be working on a lesson about pigment (Lesson A), theme, and curating. After reviewing the daily vocabulary words, the teacher will show the students an example of different style galleries (see picture below). Remind students that Theme is an idea that pervades a work of art or literature. (See picture below). The teacher will demonstrate for the students how to curate works Gallery (Lesson B): A room or building wherein artwork would be displayed and sold. (See pic below). They have 10 minutes to create as many small drawings as possible using 3D paint. (See pic below) 5 Minutes, Teacher will explain **Curating** (Lesson B): Taking care of artworks, artifacts, and heritage. 5 Minutes, Students how do you think gallery, theme and curating would be helpful when creating works of art?

#### Lesson Activities (We Do): Slide 9-12, Slide 13-14 (40 minutes)

As a whole group, complete the Practice Activities. Discuss.

The teacher will facilitate as the whole group, watch, and discuss the video (– Part 1, supplemental) and complete practice and discuss the activities (supplemental) for Slide 10 & 12

#### Lesson A:

- Slide 1. Objectives
- Slide 2. Introduction
- Slide 3. What is Curating?
- Slide 4. Museum Curator
- Slide 5. Broad Role of Curators
- Slide 6. Gallery Maintenance
- Slide 7. Organizing and Curating a Successful Art Exhibition
- Slide 8. Organizing and Curating a Successful Art Exhibition (cont.)
- Slide 9. The Alchemy of Curating
- Slide 10. Role of Curator in Contemporary Art
- Slide 11. The Alchemy of Assemblages
- Slide 12. Curating a Museum and Curating an Art Gallery
- Slide 13. Align Activity
- Slide 14. Photo Album Activity
- Slide 15. Lesson Review
- Slide 16. Lesson Vocabulary Words

#### Lesson B:

- Slide 1. Objectives
- Slide 2. Different Painting Mediums
- Slide 3. Contemporary Painting Mediums
- Slide 4. Contemporary Painting Mediums (cont.)
- Slide 5. Contemporary Painting Mediums (cont.)
- Slide 6. Contemporary Painting Mediums (cont.)

- Slide 7. Contemporary Painting Mediums (cont.)
- Slide 8. Advantages of Using Acrylic
- Slide 9. Video- Acrylic Painting Step-by-Step Approach- Part 1
- Slide 10. Video- Acrylic Painting Step-by-Step Approach- Part 2
- Slide 11. Video- Acrylic Painting Step-by-Step Approach- Part 3
- Slide 12. Activity- Contemporary Painting Practices
- Slide 13. Lesson Review
- Slide 14. Lesson Vocabulary Words

**Lesson Review: (15 minutes) A Lesson -Slide 15 & B Lesson – Slide 13**

**Summarize the lesson with lesson review in grade results. Review daily vocabulary words** Give the students a few minutes to review the slides and their notes.

**Independent Work – Posttest (They Do) (40 minutes)**

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

**Closing/Wrap Up/Notes Review: Slide14 (Lesson A), Slide 15 (Lesson B) (5 minutes)**

Take a moment to reflect on the lesson of the day. Examples: Select one of the following:

- (1) Repeat the Lesson Review
- (2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?
- (3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.
  - Watercolor painting is one of the preferred mediums because it yields a variety of results.
  - The gouache painting is done with water-based paint, where the pigments are used to paint opaque designs.
  - Digital painting involves creating digital art on the computer.
  - The term "curate" refers to taking care of artworks, artifacts, and heritage.
  - Curators are responsible for collecting valuable paintings and displaying them in a proper manner.
  - Curators have to collect, exhibit, interpret, maintain, and protect objects of historical and aesthetic importance.
  - Before acquiring any artwork, curators must conduct extensive research and investigation to confirm if the art is genuine.
  - Gallery maintenance is one of the critical functions of a curator.
  - The first step in organizing an art exhibition is to develop a theme.
  - The alchemy of curating refers to the magical transformation of the artworks in the display that would greatly inspire the audience.
  - The presentation of various artworks would captivate the minds of the viewers.



- Contemporary art is a modern art which is a dynamic combination of materials, methods, concepts, and subjects.
- The alchemy of assemblages refers to the display of artworks created in materials like painted crates, tarpaulin, conventional oils and acrylics paintings on canvas, fine textile materials, banners, painting on jute sacking, and double-sided mirrors.
- Curators provide exposure to artists by displaying various artists' collections.
- Art galleries work as a link between the artwork buyers and the artists.



## Summer School Lesson Plan

Subject/Grade: Visual Arts 1

Day: 18

Topic/Lesson Title & Grade Results #: Principal of Design Lesson 8

**Objective(s):** Slide 1 Students will be able to explain the principles of design.

**Guiding Question(s):** How do artists use symmetry in their drawings?

**TN Curriculum Standard(s):**

**HS2.VA.Cr2. A-**Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using course specific craftsmanship.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Attendance in Power School: (5 minutes)**

**Key Vocabulary/Terms: Slide 24 Define and discuss the meaning of the vocabulary words from lesson 11.**

### Vocabulary

- **Asymmetrical:** A property of an object that has parts which fail to correspond to one another in size, shape, etc.
- **Focal point:** An area of emphasis that demands the most attention and to which the viewer's eye is drawn.
- **Illusion:** An instance of a misinterpreted perception of a sensory experience.
- **Proportion:** The relative size and scale of the various visual elements in a design.
- **Staccato rhythm:** A very rapid and continuous stream of motion and tone.
- **Stately:** Very impressive in manner.
- **Symmetrical:** A property of an object that has parts, which correspond to one another in shape, size, etc.
- **Visual elements of art:** The visual components of line, shape, color, value, texture, form, and space.
- **Visual weight:** A measure of the force that a visual element exerts to attract the eye.

**Lesson Introduction (I Do): Slide 2,4, 7,9 (15 minutes)** Tell students they will be working on a lesson about symmetrical, Illusion and asymmetrical. After reviewing the daily vocabulary words, the teacher will show the students an example of different symmetrical drawings (see picture below). Remind students that Illusion: An instance of a misinterpreted perception of a sensory experience. (See picture below). The teacher will demonstrate for the students how illusions work (see pic below). They have 10 minutes to create as many small asymmetrical drawings possible using 3D paint. (see pic below) 5 Minutes, Teacher will explain **Asymmetrical:** A property of an object that has parts, which fail to correspond to one another in size, shape, etc. 5 Minutes, Students, how do you think symmetrical, Illusion and asymmetrical would be helpful when creating works of art?

**Lesson Activities (We Do): (40 minutes) Slide 3-6,8,10,12,14,16,18,20-23**

As a whole group, complete the Practice Activities. Discuss.

The teacher will facilitate as the whole group, watch, and discuss the video (supplemental), complete practice, and discuss the activities (Drawing Proportion, lesson) for lesson 12

Slide 1. Objectives

Slide 2. Introduction

Slide 3. Activity- Composition in Drawing  
Slide 4. Principles of Design  
Slide 5. Video- Principles of Design Overview  
Slide 6. Activity- Principles of Design  
Slide 7. Balance  
Slide 8. Video- Balance  
Slide 9. Emphasis  
Slide 10. Video- Emphasis  
Slide 11. Proportion  
Slide 12. Video- Proportion  
Slide 13. Variety or Contrast  
Slide 14. Video- Variety  
Slide 15. Movement  
Slide 16. Video- Movement  
Slide 17. Rhythm  
Slide 18. Video- Rhythm  
Slide 19. Harmony or Pattern  
Slide 20. Video- Harmony  
Slide 21. Unity  
Slide 22. Video- Unity  
Slide 23. Drag and Drop Activity  
Slide 24. Lesson Review  
Slide 25. Lesson Vocabulary Words

**Supplemental Video: Slide 1** – Principles of Design in Art

**Lesson Review: (15 minutes) Slide 24** Summarize the lesson with lesson review in grade results. Review daily vocabulary words.

**Independent Work – Posttest (They Do): (40 minutes)**

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

**Closing/Wrap Up/Notes Review: (5 minutes)**

Take a moment to reflect on the lesson of the day. Examples: Select one of the following:

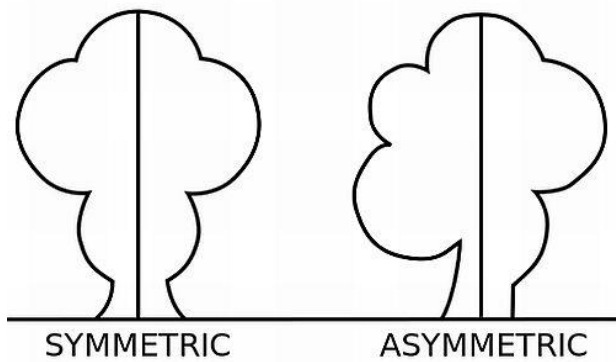
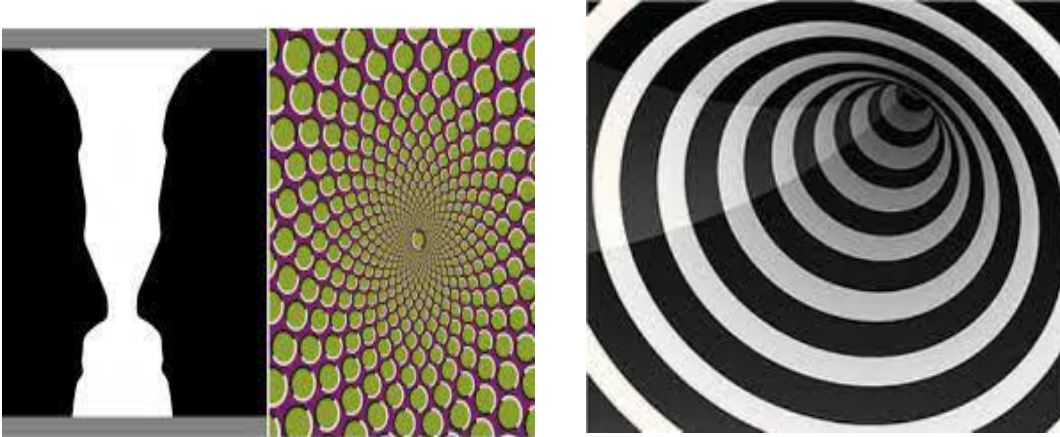
(1) Repeat the Lesson Review **Slide 24**

- Composition is a term used to represent the arrangement of visual elements in an artwork.
- Composition illustrates how the elements of art are organized or composed according to the principles of design.
- The principles of design are balance, emphasis, proportion, variety, movement, rhythm, harmony, and unity.
- Balance is a concept derived from human perception and the complex nature of the human senses of weight and proportion.
- Three types of balance in art are symmetrical, asymmetrical, and radial.
- The art of making a specific element to stand out or draw attention to the viewer's eye is called emphasis or focus.
- Proportion in art is the harmonious comparative relationship between two or more elements in composition with respect to size, color, degree, quantity, etc.
- Variety or contrast in art occurs when two related elements are different.
- Making the image unstable and adding a blurred background to the image help create the illusion of movement.

- Rhythm in art refers to how the viewer's eyes move throughout an artwork.
- Harmony or pattern in art is achieved by using repeated shapes, lines, or colors.
- Unity in art is achieved when all the principles of design (balance, emphasis, proportion, contrast, movement, rhythm, and pattern) have been applied appropriately, and there is harmony between them.

(2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

(3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.



## Summer School Lesson Plan

Subject/Grade: Visual Arts 1

Day: 19

Topic/Lesson Title & Grade Results #: Designing an Art Exhibition Lesson 9

**Objective(s):** Slide 1 Students will be able to do the following:

- Explain art exhibition and the venues used to conduct art exhibitions.
- Describe the selection and hanging methods of artworks.
- List the steps involved in conducting a school art show.

**Guiding Question(s):** How do artists design their exhibition?

**TN Curriculum Standard(s):**

**HS2.VA.Cr2. A-**Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using course specific craftsmanship.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Attendance in Power School (5 minutes)**

**Key Vocabulary/Terms:** Slide 24 Define and discuss the meaning of the vocabulary words from lesson 11.

**Vocabulary**

- **Art exhibition:** An exhibition of artworks for public display.
- **D-ring:** hardware for hanging picture frames. **Frame:** A container of wood or metal to set off from the wall.
- **Glaze:** The clear cover placed over an artwork within a frame.
- **Mat:** The extra border added to the artworks to provide some visually neutral space around an image and prevent it from sticking to the glass.
- **Portfolio:** A systematic, organized collection of students' artworks.
- **Social media:** The Internet and mobile technologies for interactive social networking.

**Lesson Introduction (I Do): Slide 2,4, 7,9 (15minutes)** Tell students they will be working on a lesson about artwork for public display at an art exhibition. After reviewing the daily vocabulary words, the teacher will show the students an example of different materials to hang and care for artworks. Remind students a portfolio is a collection of students' artworks. The teacher will demonstrate websites for interactive social networking where artists sell their artworks or portfolio. They have 10 minutes to view artists' videos using social networking sites to market their art exhibition. 5 Minutes, Teacher will explain matting an artwork with a border added to the artwork. 5 Minutes, Students know how they think about matting artworks or framing artworks.

**Lesson Activities (We Do): (40 minutes) Slide 3-6,8,10,12,14,16,18,20**

As a whole group, complete the Practice Activities and discuss.

The teacher will facilitate as the whole group, watch, discuss the video (supplemental), complete practice, and discuss the activities (hanging methods) for slide 12

1. Objectives
2. Introduction
3. Video - School Art Exhibition
4. Art Exhibition

5. Video - Museum
6. Traditional and Non-traditional Venues
7. Video - The Tate Gallery
8. Activity - Traditional and Non-traditional Venues
9. Selecting the Artwork
10. Video - Matting and Framing Artworks
11. Activity - Selecting an Artwork
12. Hanging Methods
13. Video - Art Display
14. Marketing
15. Video - Marketing an Art Exhibition
16. School Art Show
17. Video - School Art Show
18. Crossword Puzzle
19. Lesson Review
20. Lesson Vocabulary Words

**Lesson Review: (15 minutes) Slide 19**

**Summarize the lesson with lesson review in grade results. Review daily vocabulary words**

- An art exhibition is an exhibition of artwork presented by individual artists or a group of artists.
- Art exhibitions are conducted in traditional and non-traditional venues.
- Traditional venues have larger spaces and are designed to be neutral, flexible, and controlled.
- Non-traditional venues are places that are not meant for art exhibitions.
- The six major categories of themes for selecting an artwork are descriptive theme, didactic theme, metaphorical theme, emotive theme, homophobic theme, and issue-oriented theme.
- Installing the artworks can be done through the D-Ring method, French cleat method, and clips and pins method.
- Matting and framing are done to protect the artwork and give an aesthetic appeal.
- Marketing art exhibitions on social media is the best way to seek and inform potential visitors to the exhibit.
- School art shows are conducted to celebrate and recognize the achievements of the art students.
- School art shows are conducted in classrooms, multipurpose halls, school corridors, and school gardens.
- A portfolio is a collection of significant selective collections of students' artworks, which are evidence of their progress, effort, and achievement.

**Independent Work – Posttest (They Do): (40 minutes)**

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the posttest. The posttest will count as the grade for the daily lesson.

**Closing/Wrap Up/Notes Review: (5 minutes)**

Take a moment to reflect on the lesson of the day. Examples: Select one of the following

- (1) Repeat the lesson review **Slide 19**
- An art exhibition is an exhibition of artwork presented by individual artists or a group of artists.
- Art exhibitions are conducted in traditional and non-traditional venues.
- Traditional venues have larger spaces and are designed to be neutral, flexible, and controlled.
- Non-traditional venues are places that are not meant for art exhibitions.
- The six major categories of themes for selecting an artwork are descriptive theme, didactic theme, metaphorical theme, emotive theme, homophobic theme, and issue-oriented theme.
- Installing the artworks can be done through the D-Ring method, French cleat method, and clips and pins method.
- Matting and framing are done to protect the artwork and give an aesthetic appeal.

- Marketing art exhibitions on social media is the best way to seek and inform potential visitors to the exhibit.
- School art shows are conducted to celebrate and recognize the achievements of the art students.
- School art shows are conducted in classrooms, multipurpose halls, school corridor, and school garden.
- A portfolio is a collection of significant selective collections of students' artworks, which are evidence of their progress, effort, and achievement.

(2) Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

(3) Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.

## Summer School Lesson Plan

**Subject/Grade:** Visual Arts 1

**Day:** 20

**Topic/Lesson Title & Grade Results #:** Final Post-Test Review & Post-Test

**Objective(s):**

- Students will review lessons to prepare for the final post-Test.
- Final Post-test will open. All students must complete the final Post-Test

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Lesson Introduction (I Do):**

Identify the purpose of the course

Connect the course to missing or future coursework and Post-test

Lesson Activities/Supplemental (We Do) – 30-60 minutes

**Lesson Activities and Review (We Do):**

Check Grade Results and have students review activities/lesson that they have not completed or need assistance with.

Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

**Independent Work – Posttest (They Do):**

Students will review and complete any incomplete/missed/failed coursework.

**Closing/Wrap Up:**