

“Don’t think about what you could have done, concentrate on what you plan to do; it is more useful.”

- Brian Jacques

Jacksonian Plan Format: *Art I*

Abstract Perspective Forms vs.

Organic Watercolor Landscape



One-Shot Look...

Objectives:

Weeks 1 & 2: Students will participate in a brief excursion on the school grounds in order to photograph interesting landscape vistas.

- Students will create 2 contour line drawings based upon their collected landscape images.
- Using the best of the 2 contour line landscape drawings, students will transfer their best contour landscape onto heavier stock paper using the grid technique.
- Students will be presented with a brief presentation on the painting medium of watercolor, its history, terminology and techniques; they are responsible for taking notes during the presentation in their sketchbooks.
- Utilizing the information from their notes on watercolor technique, students will practice 4 unique watercolor techniques within their sketchbooks during a DIRECT TEACH lesson led by the instructor; students will practice painting skills through the creation of four geometric forms: *cylinder, sphere, cube and cone*. With these forms mastered, students will be able to visually ‘breakdown’ their contour line landscape into these basic forms using the taught techniques. (1 to 2 class periods).
- Utilizing their gained watercolor technique knowledge, students will begin watercolor painting their landscape. (2 to 3 class periods)

Weeks 3 & 4: With their watercolor landscapes completed and drying, students will take notes on *linear perspective: 1-pt., 2-pt. & 3-pt. perspective drawing.*

- Using the information gleaned from the notes, students will practice drawing basic forms in *linear perspective: 1-pt., 2-pt. & 3-pt. perspective.*
- Once students have completed the basic forms in 1-pt., 2-pt. & 3-pt. perspective, the instructor will lead a DIRECT TEACH on drawing hollow forms and overlapping forms in 2-pt. perspective.
- Students will take a quiz on their notes on watercolor and linear perspective.
- Using a very light pencil technique, students will draw a variety of abstract geometric 2-pt. perspective forms onto their completed watercolor landscape painting making use of the Principles of Design *Balance, Unity, Movement, Variety, Contrast, Rhythm* and *Proportion.*
- Having sketched-out the composition for the addition of the geometric forms to the organic, watercolor landscape, students will paint the geometric forms in monochromatic tints, tones and shades using tempera paint, paying attention to an established light source from their reference image and form their existing landscape composition.
- For students who complete the project requirements early, an enrichment addition to the landscape is recommended: students will pay attention to existing light sources in the composition and add shadows to the abstract geometric forms in 2-pt. perspective using watercolor as the medium.

TEKS utilized:

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117c.html#117.302>

(1) Foundations: Observation and Perception.

- (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
- (B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;
- (C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
- (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.

TEKS:**(2) Creative Expression.**

- (A) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
- (B) communicate a variety of applications for design solutions;
- (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
- (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
- (E) collaborate to create original works of art;
- (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.

TEKS:**(3) Historical and cultural relevance.**

- (A) compare and contrast historical and contemporary styles while identifying general themes and trends;
- (B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
- (C) collaborate on community-based art projects; and
- (D) compare and contrast career and avocational opportunities in art.

TEKS:**(4) Critical evaluation and response.**

- (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
- (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
- (C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and
- (D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

Essential Questions:

- (1) What advantages and disadvantages does the watercolor medium offer in comparison to other painting media you've experienced?**
- (2) In what ways does the use of linear perspective within a composition enhance a painting tradition like the landscape painting?**

Academic Vocabulary:

Line	color	shape	space	texture	line	value	form	variety	contrast
Balance	unity	movement	proportion	emphasis	rhythm	watercolor			
Pigment	gum Arabic	bristles	ferule	handle	tooth	hot press			
Cold press	landscape	linear perspective	one-point perspective	two-point perspective					
three-point perspective	horizon	vanishing point	orthogonal lines	parallel					
horizontal	diagonal	atmospheric perspective	foreground	middle-ground					
background	dry brush	flat wash	graded wash	wet-in-wet					

Differentiation:

■ Reduction in Quantitative Expectations:

Students with certified IEPs, 504, or SPED unable to complete the amount of required production will be allotted a reduction in total quantity of volume of artwork produced: 75%, 66% or 50%.

■ Reduction in Qualitative Expectations:

Students with certified IEPs, 504, or SPED unable to complete the required production at on-level standards will be allotted a reduction in the overall total quality of the artwork produced at the instructor's discretion as long as the product fulfills the basic requirements of the objectives.

■ **Differentiated Media and/or Material Requisites:**

Students with certified IEPs, 504, or SPED unable to complete the required production standards will be allotted a different medium or media in which to complete the artwork, as long as the product fulfills the basic requirements of the objectives.

■ **Temporal Extension / Differentiated Extension:**

Students with certified IEPs, 504, or SPED unable to complete the artwork in the allotted time will receive a temporal extension based directly upon their accommodations.

■ **Engaged Opportune Enrichment:**

Students whose abilities or project results exceed the requirements of the project may make use of special media, materials and techniques suitable to their level of ability, skill, experience or for enrichment to be decided by the art professional.

Link to the ARRC:

https://sites.google.com/a/roundrockisd.org/secondaryart_finearts/aligned-round-rock-curriculum

Jacksonian Effectual Plan Format: *Art I:*

Abstract Perspective Forms vs.

Organic Watercolor Landscape



Word and Deed...

Warm-Up:

Various. Art History Warm-Ups change from year to year at the instructor's discretion.

Timeframe:

4 to 5 weeks.

Materials:

Heavy stock paper or tag board

pencils

digital cameras

student sketchbooks rulers

Aquarelle watercolor palettes

brushes

tempera paint

projector

Execution:

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Assessment / Critique / Closure:

Students will be assessed upon a rubric based upon criteria pertaining to the *Elements of Art*, *Principles of Design*, artistic technique, craftsmanship and effort.