

# 2D1 STUDIO ART .5

Lessons/Projects

# Introduction to 2D1 Studio Art

- What is 2D art?
- What can we expect to do this year in 2D1 studio Art?
- What is 2D2 and 3D1 Studio Art?
- Grades (*Grading policy, rubric, late work*)
- Classroom conduct (policies/procedures, behavior contract)
  - The Ivy Hawn Way/respecting others artwork, audience behavior, participation, arriving to the classroom, clean-up, materials/supplies and areas of the classroom that are off limits (unless given permission), bathroom pass/office sign out, safety, and copyright.
- Art Club info (*Applications, dates, cost, and what to expect*)
- Who is Mr. Silvers?
- Who are you? (*introduce yourself*)
- **Hand tracing and doodle/writing about YOU assignment (diagnostic)**

## Applicable Standards:

- **VA.68.S.3.3** Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
- **VA.68.S.3.4** Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
- **VA.68.F.3.4** Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
- **VA.68.H.1.2** Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and other venues.

# Project/Lesson: Portfolio Setup (Formative)

- **Formative assignment:** N/A
- **I will...**
- Create a portfolio that will contain my artwork and a self assessment/checklist sheet to keep a record of my progress.
- **Standard(s):**
- VA.68.F.3.4 Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
- **Key concepts:**
- Portfolio, checklist, self assessment, and artist statement.
- **I can...**
- Fold, cut, tape, and staple to create a portfolio.
- I can decorate my name using blocked, 3D, or bubble letters.
- Keep my portfolio neat, up to date/organized, and in excellent working condition.



# Project/Lesson: Portfolio Review – Quarter 1 (formative)

- **Standard(s):**
- **VA.68.F.3.4** Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
  
- **I can...**
- Keep my portfolio neat, up to date/organized, and in excellent working condition.

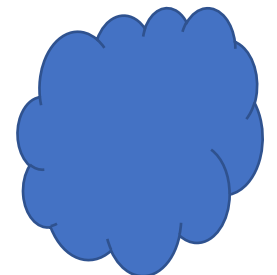
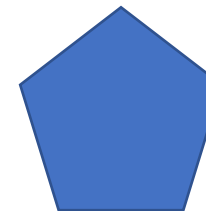
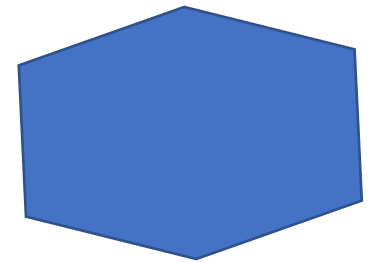
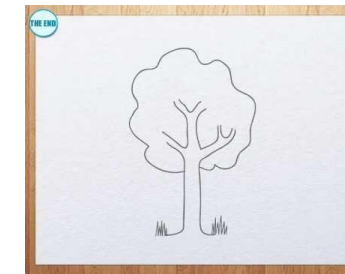


# Project/Lesson: Final Portfolio Review – Quarter 2 (Summative)

- **Standard(s):**
- **VA.68.F.3.4** Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
  
- **I can...**
- Keep my portfolio neat, up to date/organized, and in excellent working condition.

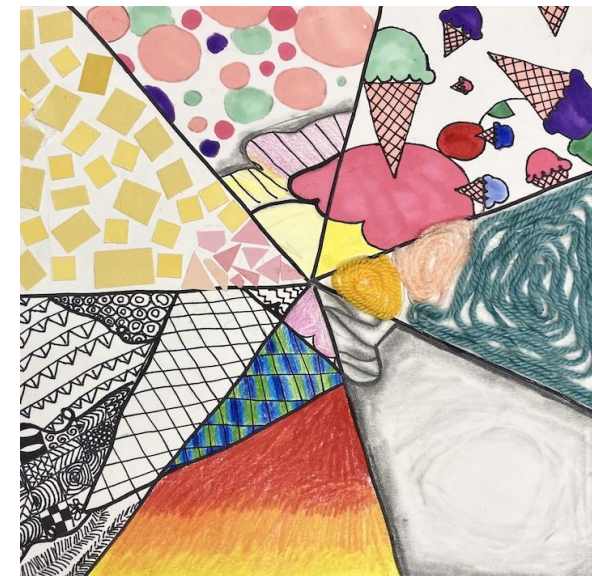
# Project/Lesson: Color scheme trees

- **Formative assignment:**
- color theory worksheet and mixing paint practice assignment.'
- **I will..**
- Create a simple tree that is of my own art style and uses contrasting colors.
- **Standard(s):**
- **VA.68.O.1.2** Identify the function of structural elements of art and organizational principles of design to create and reflect on how they create a distinct style and can enhance the design of an artwork.
- **MA.K12.MTR.7.1** Apply mathematics to real-world contexts.
- **Key Artists:** Wassily Kandinsky and Stanton Macdonald-Wright (<https://www.theartstory.org/>)
- **Key concepts:**
- Elements of Art/Principles of Design, color theory terms, sketching (draw light, big shapes first, etc.)
- **I can...**
- Mix colors, to create various tints, tones, shades, and hues of colors.
- Create a tree that is proportionate (trunk, branches, limbs, twigs)
- Create contrast by using different colors and values.



# Project/Lesson: Elements of art

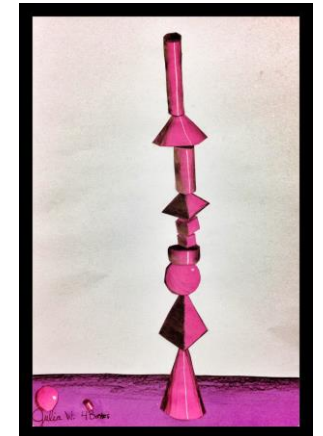
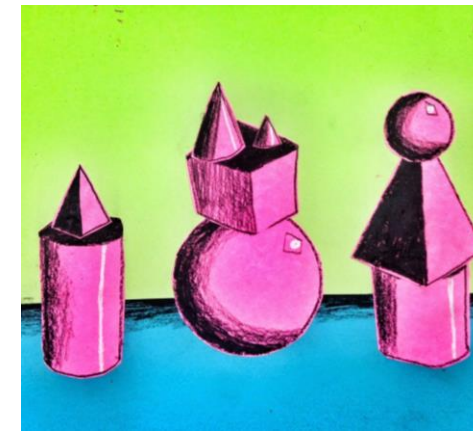
- **Formative assignment:** Elements of art worksheet and crossword puzzle.
- **I will...**
- Make an artwork that uses multiple media/techniques and uses of the elements of art and principles of design.
- **Standard(s):**
- **VA.68.S.2.1** Organize the structural elements of art to achieve artistic goals when producing personal works of art.
- **VA.68.S.3.1** Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
- **Key concepts:**
- Elements of Art, contour drawing, mixed media.
- **I can...**
- Create a contour drawing of an inanimate object.
- Use a ruler to divide the composition into sections.
- Use the elements of design to create variety within the artwork.





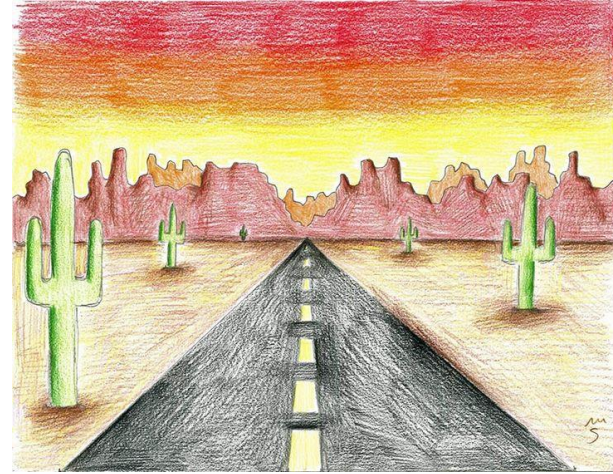
# Project/Lesson: Stacked 3D Shapes

- **Formative Assignment:** 3D shape sketches
- **I will...**
- Create a colorful three colored drawing of impossibly stacked geometric 3D shapes/forms
- **Standard(s):**
- **VA.68.F.1.1** Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
- **MA.K12.MTR.3.1** Complete tasks with mathematical fluency.
- **Key concepts:** Form, shading, shadow, mid-tone, highlight, cast shadow.
- **I can...**
- Render 3D shapes using the shading technique.
- Use tempera paint and charcoal.
- Create an interesting composition and bright contrasting color scheme.



# Project/Lesson: Landscape project

- **Formative Assignment:** Landscape label assignment
- **Standard(s):**
- **VA.68.S.1.4** Use accurate art vocabulary to explain the creative and art-making processes.
- **VA.68.C.1.3** Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.
- **Key concepts:** Colored pencil, horizon, background, middle ground, foreground, scale, overlapping, value, depth, and light source.
- **Key Artists:** Albert Bierstadt and Claude Monet
- **I can...**
- Draw a horizon line, background, middle ground, and foreground in my landscape drawing.
- Use overlapping to create depth.
- Use scale to create depth.
- Use value to create depth.
- Use shading and establish a light source to create highlights, shadows, and cast shadows.





# Albert Bierstadt



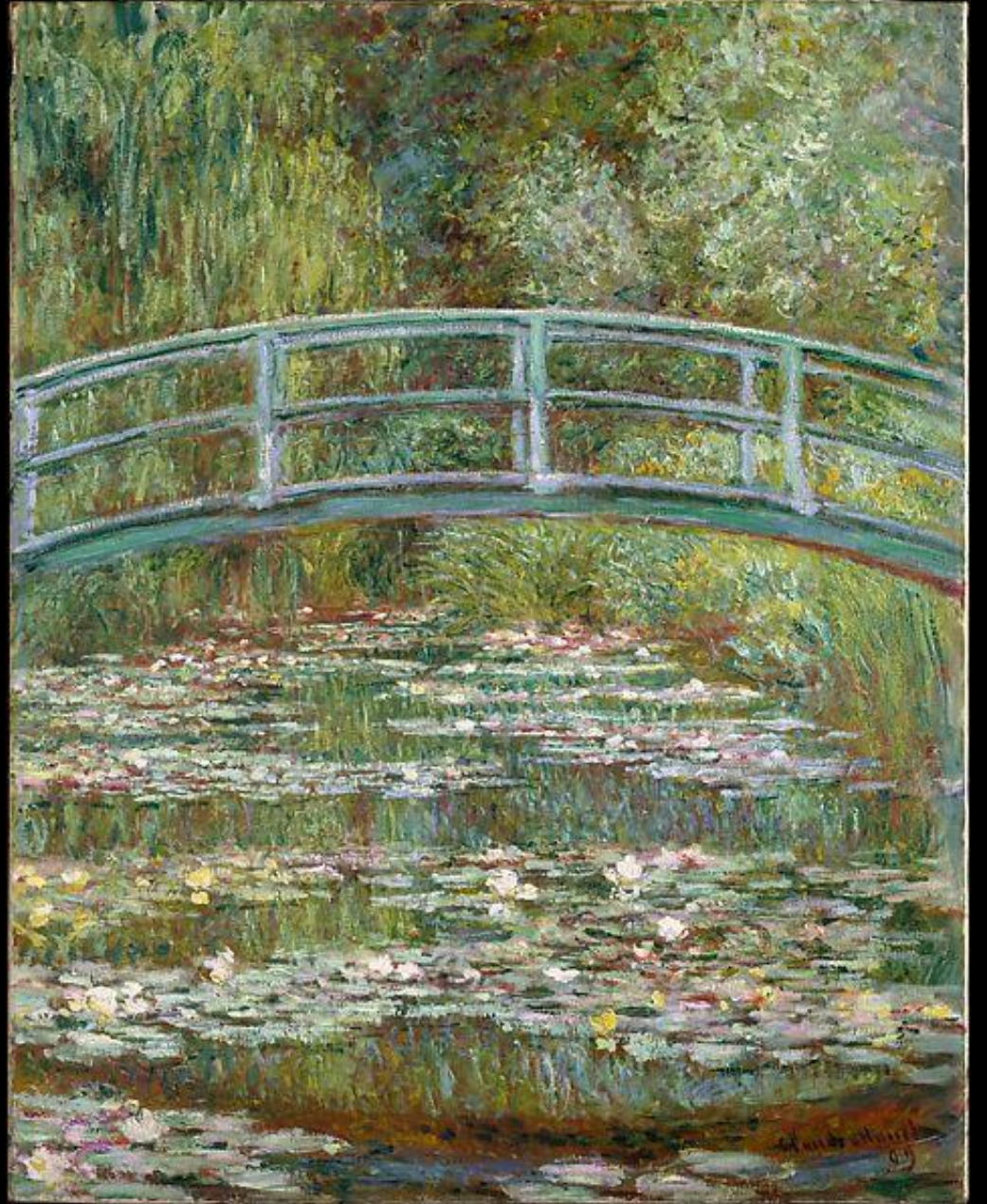








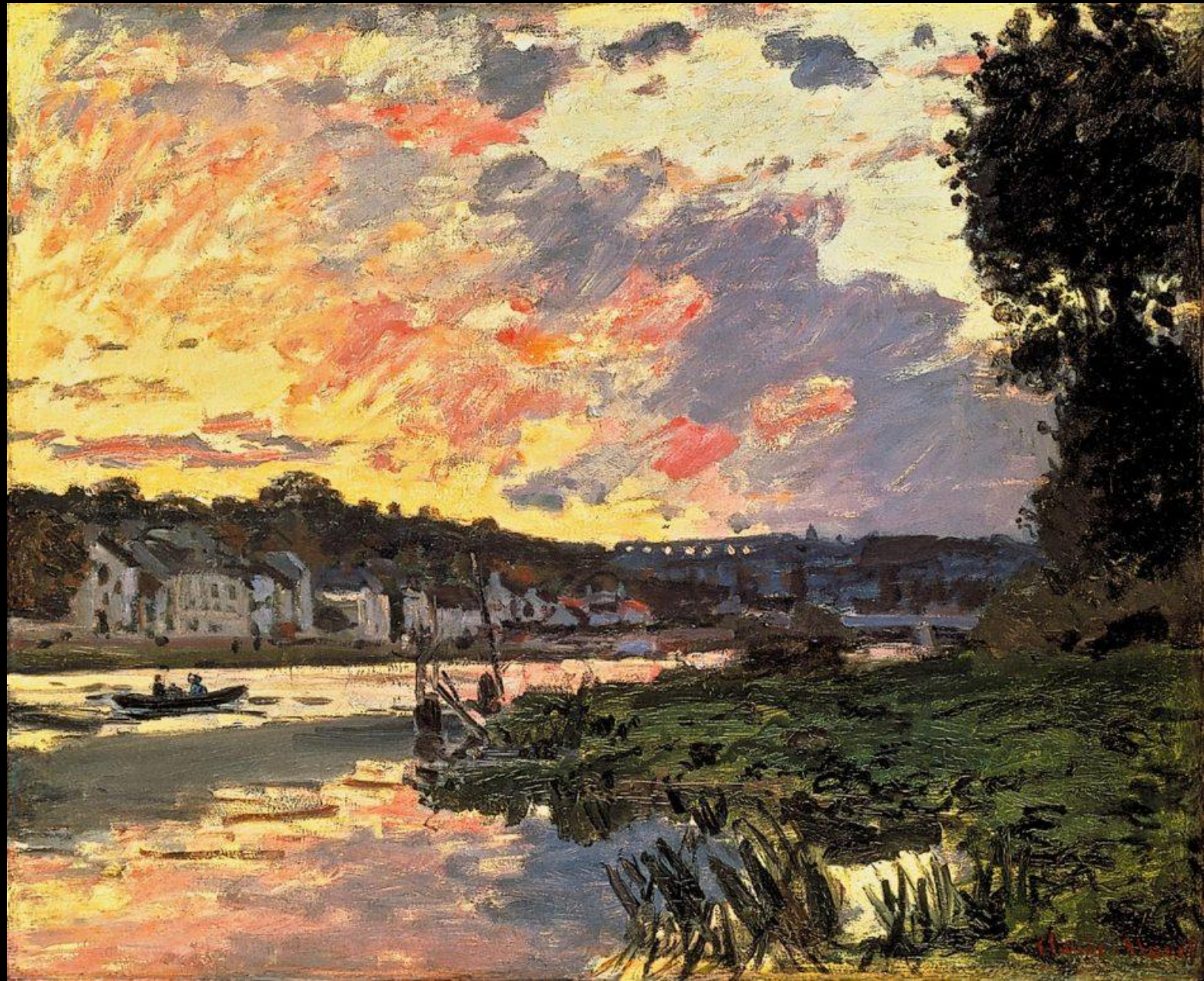
# Claude Monet



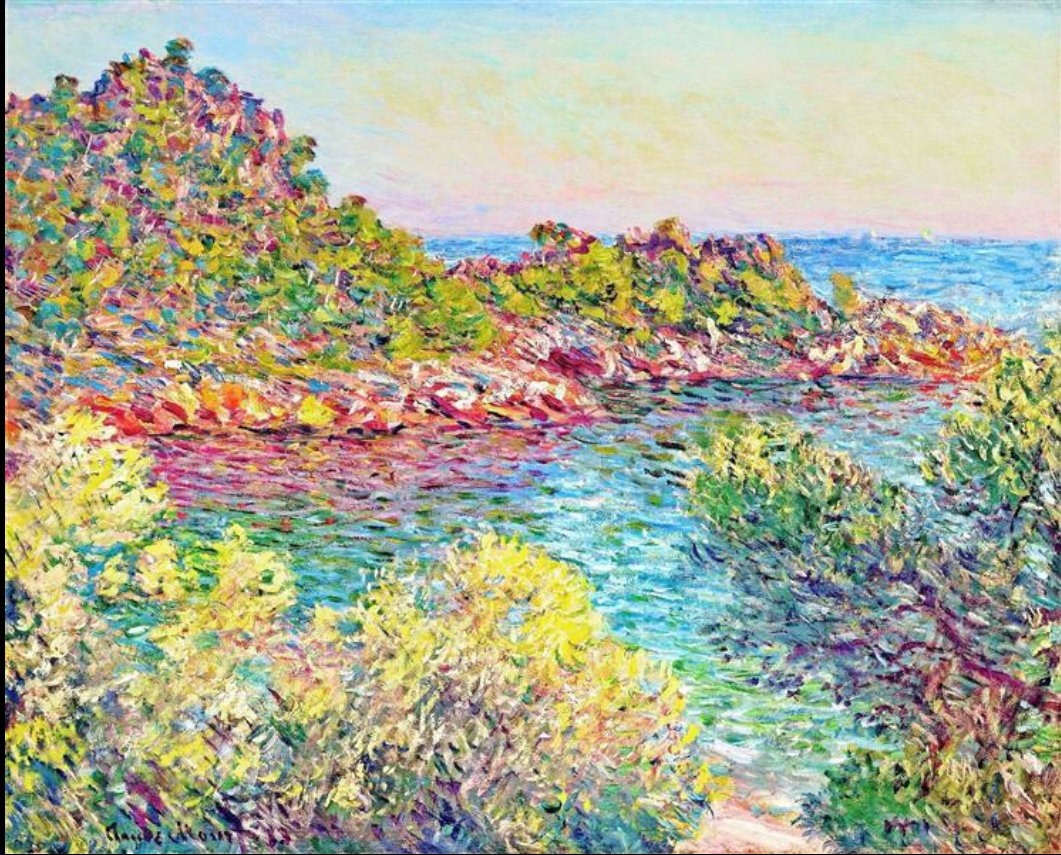




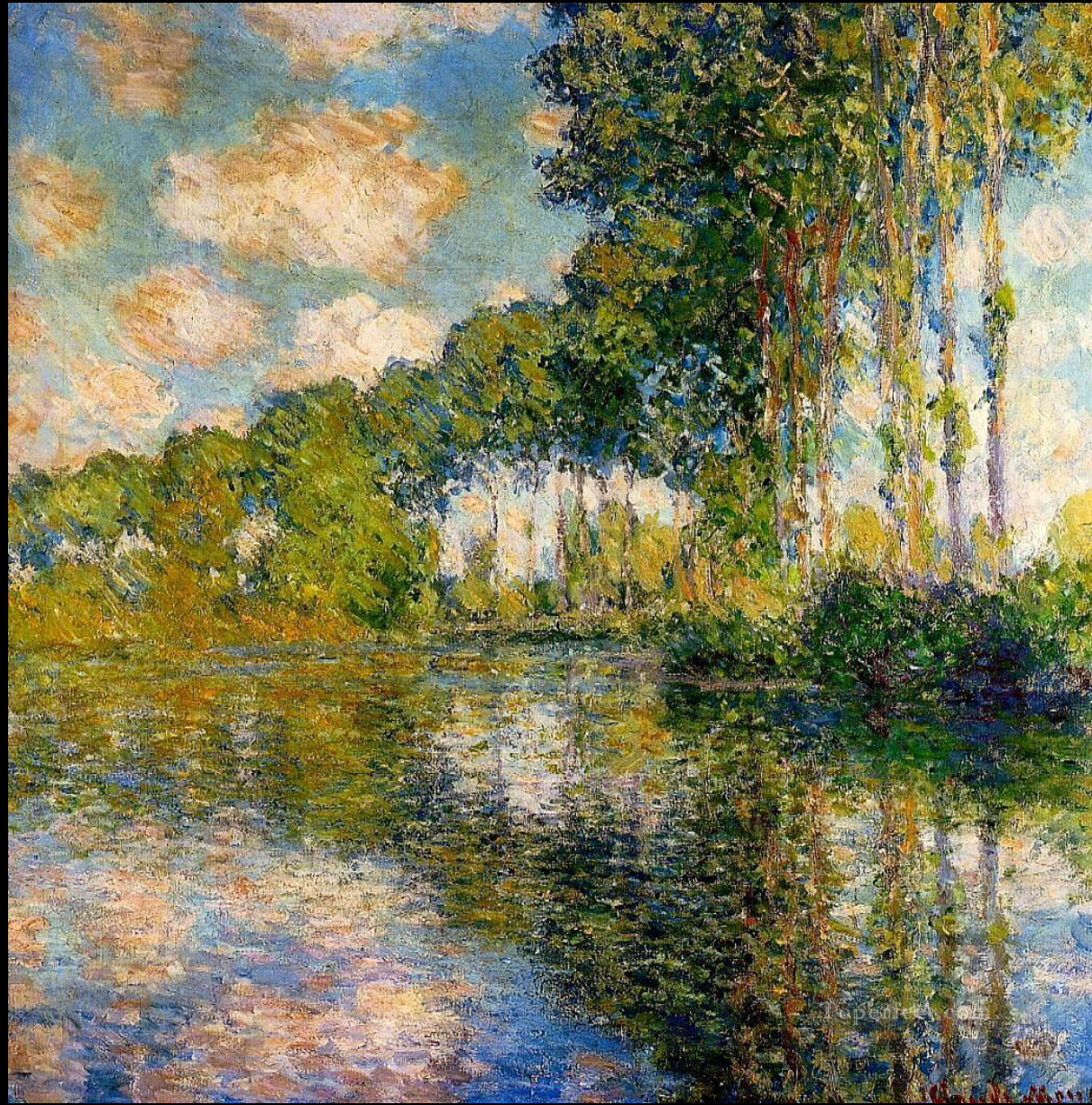








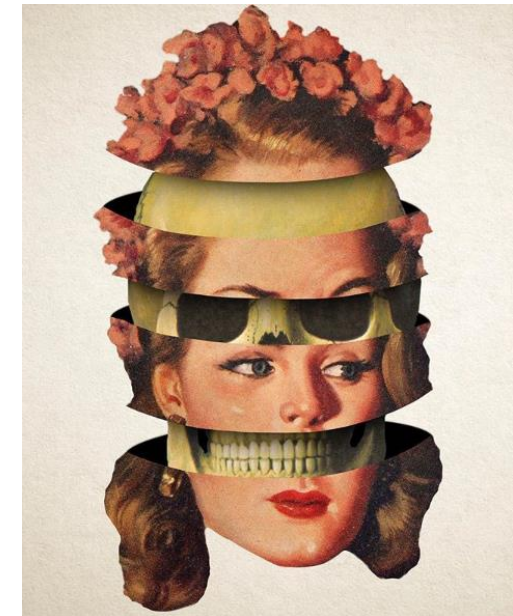




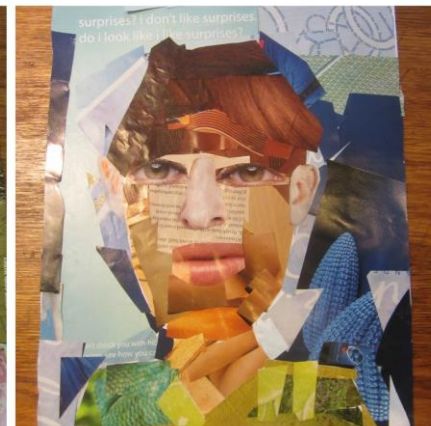


# Project/Lesson: Mixed Up Collage Portrait

- **Formative Assignment:** Planning and concept sketch.
- **I will...**
- Create a mashed-up collage that juxtaposes two images together to create something that is surreal and is based on a preconceived concept with intent.
- **Standard(s):**
- **VA.68.H.3.3** Create imaginative works to include background knowledge or information from other subjects.
- **VA.68.C.3.1** Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and principals of design.
- **Artists:**
- Mark Wagner <http://markwagnerinc.com/>
- Philippe Petremant <https://artstormer.com/2013/03/21/frog-bucks-folded-bill-sculptures-by-philippe-petremant/>
- **Key concepts:** Collage, facial expression, juxtaposition.
- **I can...**
- Plan and brainstorm ideas to create artwork with a specific idea in mind.
- Create a portrait using a variety of collaged pictures.
- Distort facial expressions by using contrasting and juxtaposed images.



# More examples of portrait collages...





# Project/Lesson: Radial symmetry Mandala Inspired Art

- **Formative assignment:** Color scheme selection.
- **I will...**
- Create a design based on the style and composition of mandalas and study the cultures that create these amazing designs. We will display these in the school.
- **Standard(s):**
- **VA.68.O.3.1** Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
- **MA.K12.MTR.5.1** Use patterns and structure to help understand and connect mathematical concepts.
- **Key concepts:** Center point, Radial symmetry, symmetry, asymmetry, and balance.
- **I can...**
- Use a color scheme to create visual unity.
- Use a resist technique to create texture.
- Create artwork that is radially balanced.



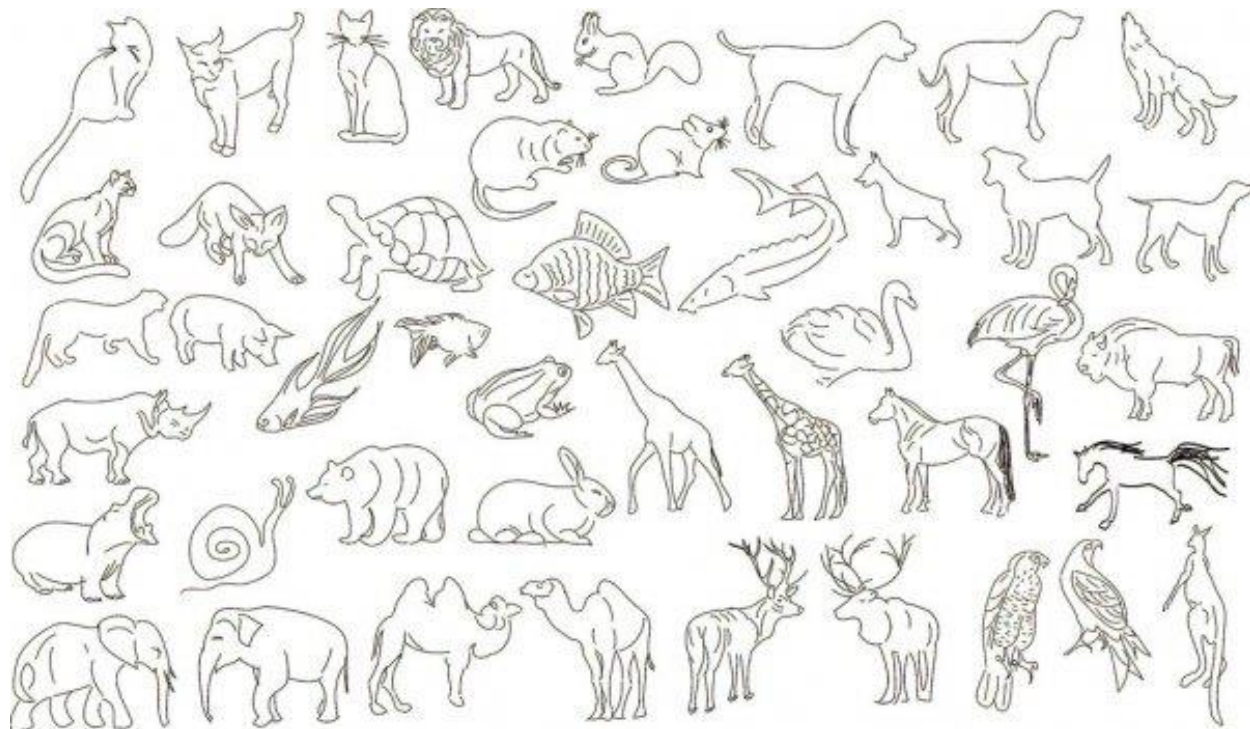


# Project/Lesson: Personalized Pokémon Artist Trading Card

- **Formative Assignment(s):** Brainstorming plot activity and concept sketch.
- **I will...**
- Make my own Pokemon card that captures my personality through both the illustrated character and informational text.
- **Standard(s):**
- **VA.68.H.2.4** Explain the purpose of public art in the community.
- **ELA.K12.EE.1.1** Cite evidence to explain and justify reasoning.
- **Key artist(s):** N/A
- **Key concepts:** Sketching, shading, layout.
  
- **I can...**
- Brainstorm ideas to formulate an idea/concept.
- Create a Pokémon card that captures your spirit, personality, and uniqueness.
- Collaborate with others to get feedback in order to make my artwork better.



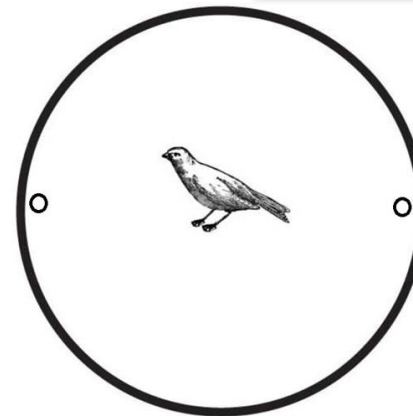
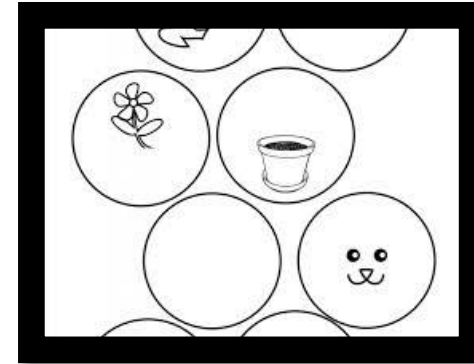
# Reference images...





# Project/Lesson: Thaumatrope

- **Formative Assignment(s):** Brainstorm/thumbnail and light outline
- **I will...**
- Create a working thaumatrope based on your own imagination and the use of the elements of art and the principles of design.
- **Standard(s):**
- **VA.68.O.2.4** Select various media and techniques to communicate personal symbols and ideas through the organization of the elements of art and principals of design.
- **MA.K12.MTR.4.1** Engage in discussions that reflect on the mathematical thinking of self and others.
- **Key artist(s):** N/A
- **Key concepts:** center point, animation.
- **I can...**
- Brainstorm and create thumbnail sketch(es) to refine and develop an idea.
- Create both drawings on a center point or a specific location so that they are aligned with each other to form one unified image.
- Use assemblage skills to create a



# Project/Lesson: Woven Llama Blanket Art Project

- **Formative Assignment(s):** Weaving assignment
- **I will...**
- Use weaving and other media to create a llama in my own style that is based on the culture of Peru.
- **VA.68.F.3.4** Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
- **VA.68.S.3.1** Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each
- **Key artist(s):** Peruvian Culture (Lima, Peru via Google Maps)
- [https://www.google.com/maps/@-12.045526,-77.0279418,3a,75y,68.68h,96.43t/data=!3m6!1e1!3m4!1spbBLALMXHh7YJaUL\\_lvpLg!2e0!7i13312!8i6656](https://www.google.com/maps/@-12.045526,-77.0279418,3a,75y,68.68h,96.43t/data=!3m6!1e1!3m4!1spbBLALMXHh7YJaUL_lvpLg!2e0!7i13312!8i6656)
- <https://www.peru.travel/en/destinations/cusco>
- **Key concepts:** Weaving, proportion, pattern.
- **I can...**
- Create a thumbnail sketch(es) of a llama by altering its shape, texture, pattern, proportion, etc.
- Use cutting, pasting, weaving, and other drawing skills to create the llama.
- Create a background for your design that creates contrast with the focal point (llama) and makes the artwork more interesting.



# Steps to making the woven part of the llama...

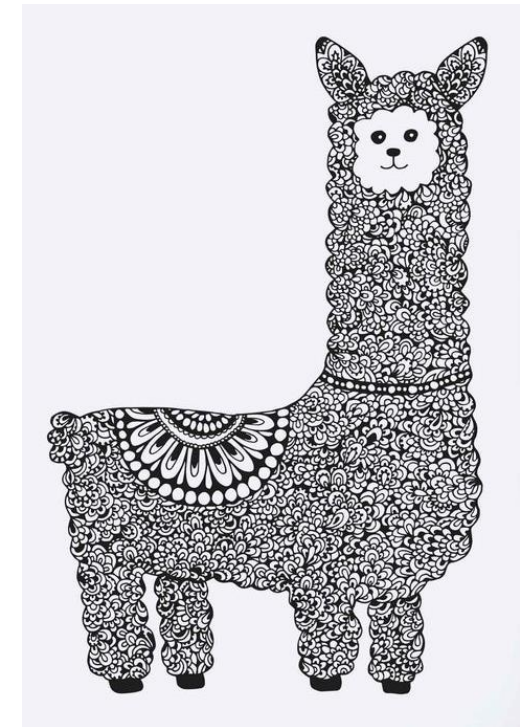
- Avoid simply copying the style of this llama.
- I will take points off if it looks like you just copied the shapes and patterns of the llama.
- Use your creative imagination!
- You may add other material such as beads, paper, sequins, buttons, etc., to enhance your design and make it more to your personal artistic taste.





# Different styles and reference images...

- These are just reference images so you can see how you are able to alter the style of the llama
- By changing the elements of art and principles of design, you can create different and diverse llama styles.





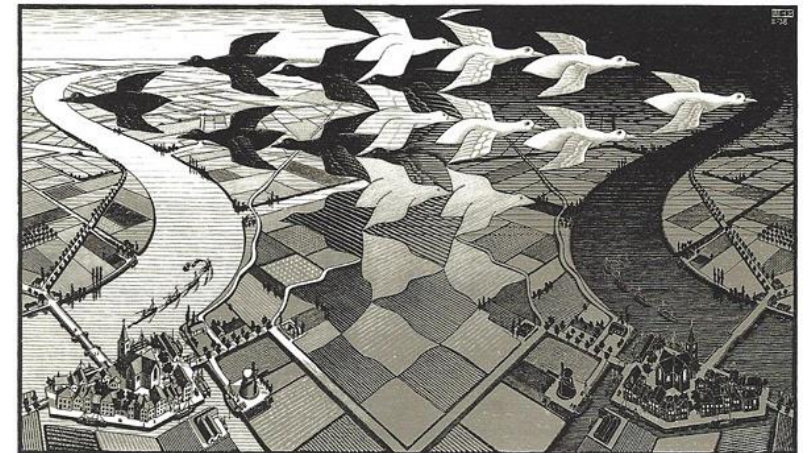
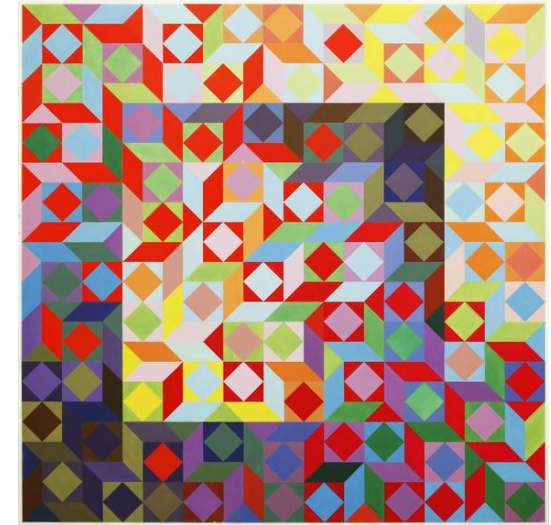
# Examples of other works of Pop Art





# Project/Lesson: Op Art Project (#'s 1-3)

- **Formative Assignment(s):** Ruler assignment
- **I will...** Choose from one of the 3 Op Art Project options and create my own op art piece.
- **Standard(s):**
- **VA.68.S.2.1** Organize the structural elements of art to achieve artistic goals when producing personal works of art.
- **MA.K12.MTR.6.1** Assess the reasonableness of solutions.
- **Key artist(s):** Bridget Riley and Victor Vasarely
- **Key concepts:**
- Implied line, shading, contrast, and color.
- **I can...**
- use a ruler to create straight edges
- use shading to create the illusion of form
- fill in areas without going outside of the line.
- create implied lines/form.





# Op Art: Option #2 (3D checkered shapes)

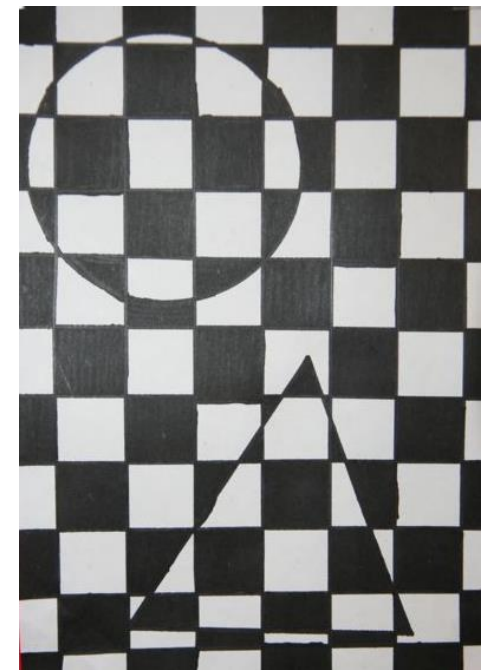
- Create the illusion of form by altering shape, color, and value.
- Use neat craftsmanship by staying in the lines, completely filling in colored areas, and shading in an even and gradual manner.

*(these are just references, you may use cropping, rule of odds, and rule of thirds to make your composition more interesting)*



# Op Art: Option #1 (Implied Line)

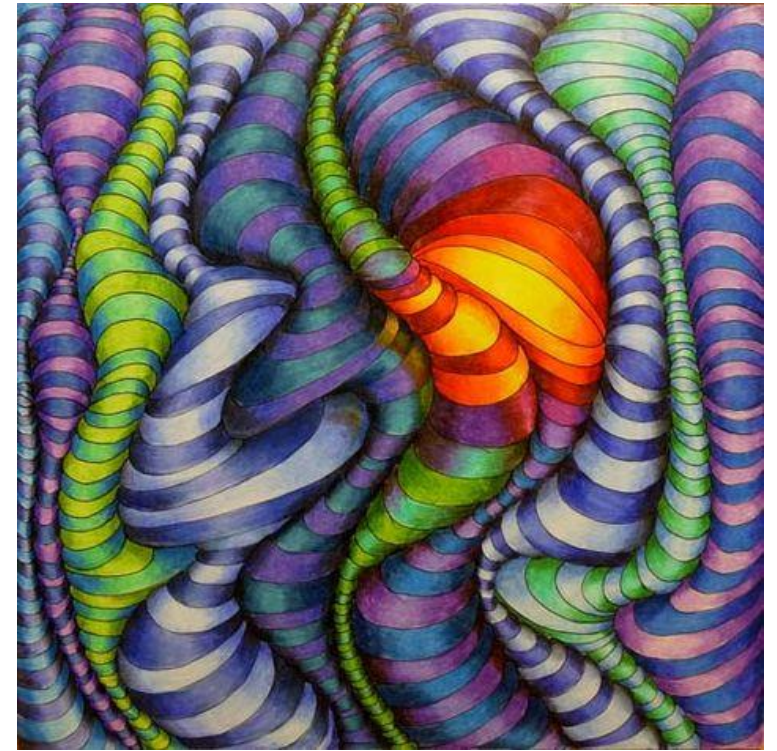
- Use checkered patterns to create an implied lines and shapes
- Think about how you layout your composition to create a sense of balance.
- Use neat craftsmanship by using rulers to create straight edges, color in areas completely, and stay in the lines.





# Op Art: Option #3

- Create the illusion of form by altering shape, color, and value.
- Use neat craftsmanship by staying in the lines, completely filling in colored areas, and shading in an even and gradual manner.





# Option #3 Reference Images...





# Project/Lesson: Mexican Day of the Dead Skull

- **Formative Assignment(s):** practice skull sketch
- **I will...**create a Mexican Day of the Dead sugar skull that incorporates the patterns and styles of Mexican Culture. Skulls can also be made by using collage.
- **Standard(s):**
- **VA.68.S.2.1** Organize the structural elements of art to achieve artistic goals when producing personal works of art.
- **VA.68.S.3.1** Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
- **Key artist(s):** [Mexico](#) (Google Maps)
- **Key concepts:** Mexican culture, Style, elements of art/principles of design, color, shape, line, pattern.
- **I can...**
- Draw a contour of the shape of a skull that is interesting to you.
- use the elements of art and principles of design to imitate the style of traditional Mexican Day of the Dead sugar skulls.



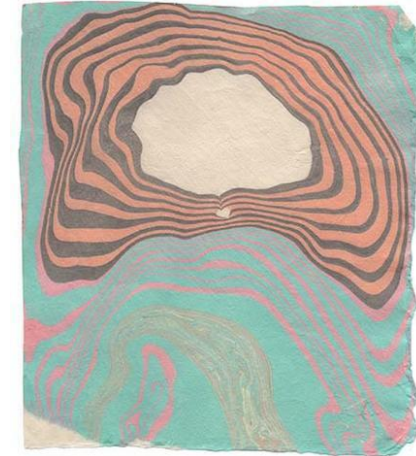
More skull examples...





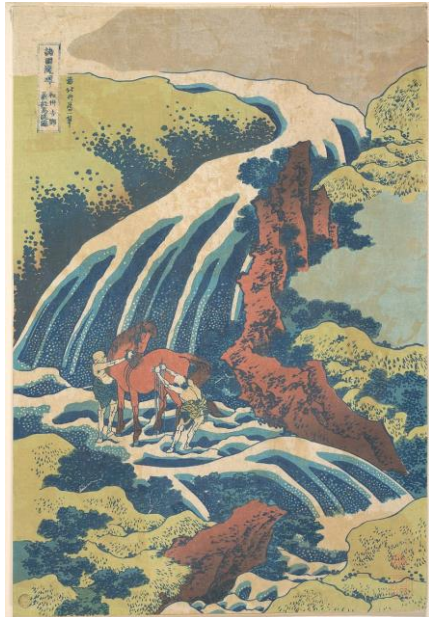
# Project/Lesson: Japanese Suminigashi Print, Calligraphy, and Haiku Project Booklet Project

- **Formative Assignment(s):** N/A
- **I will...**create my own personalized Japanese booklet.
- **Standard(s):**
- **VA.68.S.3.1** Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each
- **ELA.K12.EE.5.1** Use the accepted rules governing a specific format to create quality work.
- **Key artist(s):** [Visit Japan](#), Hokusai.
- **Key concepts:** Printmaking, suminagashi, monoprint.
- **I can...**
- Use the suminagashi printmaking technique to make concentric designs.
- Create Japanese symbols (3)
- Brainstorm and formulate a Japanese Haiku about myself.
- Create a bound book that uses the suminagashi print as the cover.





# Hokusai and other Japanese woodblock print artists...





# Japanese Symbols

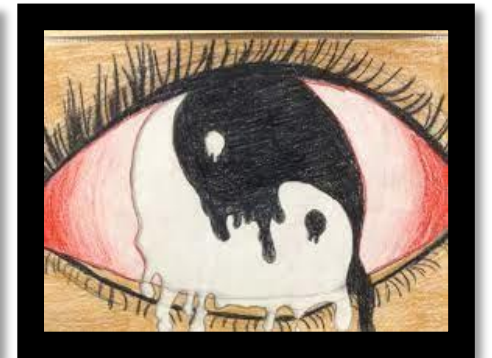
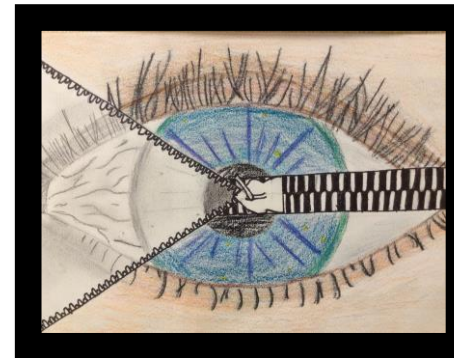
愛	福	健	壽	幸	信	美	真	忠
Love	Good Fortune	Good Health	Long Life	Happiness	Faith	Beauty	Truth	Loyalty
澄	清	榮	和	華	勇	喜	惠	喜
Serenity	pure	prosperity	peace	Gorgeous	Courage	Double Happiness	Bless	Joy
智	賢	尊	敬	誇	神	仙	光	風
Wisdom	Smart	Honor	Respect	pride	God	Budda	Bright	Wind
命	安	夢	志	運				
Life	Calm	Dream	Ambition	Good Luck				

# Chinese Symbols

志	美	仁	清	命	慈	華
ambition	beauty	benevolence	clarity	destiny	compassion	glory
恩	信	氣	明	永	恕	
grace	devotion	energy	enlightenment	eternity	forgiveness	
愛	福	實	和	貴	孝	
love	happiness	honesty	harmony	honor	piety	
誠	忠	孚	愁	忍	平	孚
sincerity	loyalty	meaning	melancholy	patience	peace	truth
洪	禮	示	協	義	聖	英
profundity	propriety	revelation	unity	righteousness	sage	courage
神	道	安	崇	健	德	智
spirit	the way	tranquility	reverence	vigor	virtue	wisdom

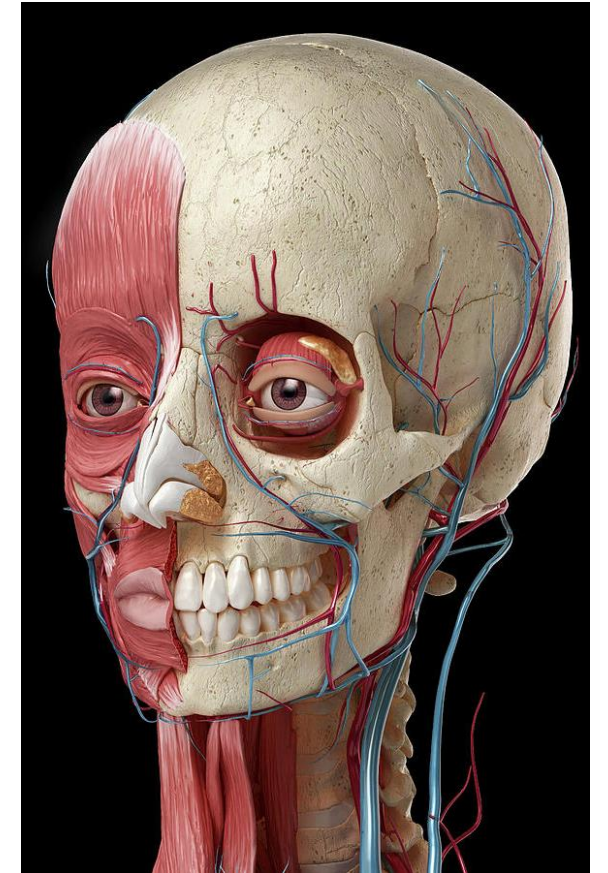
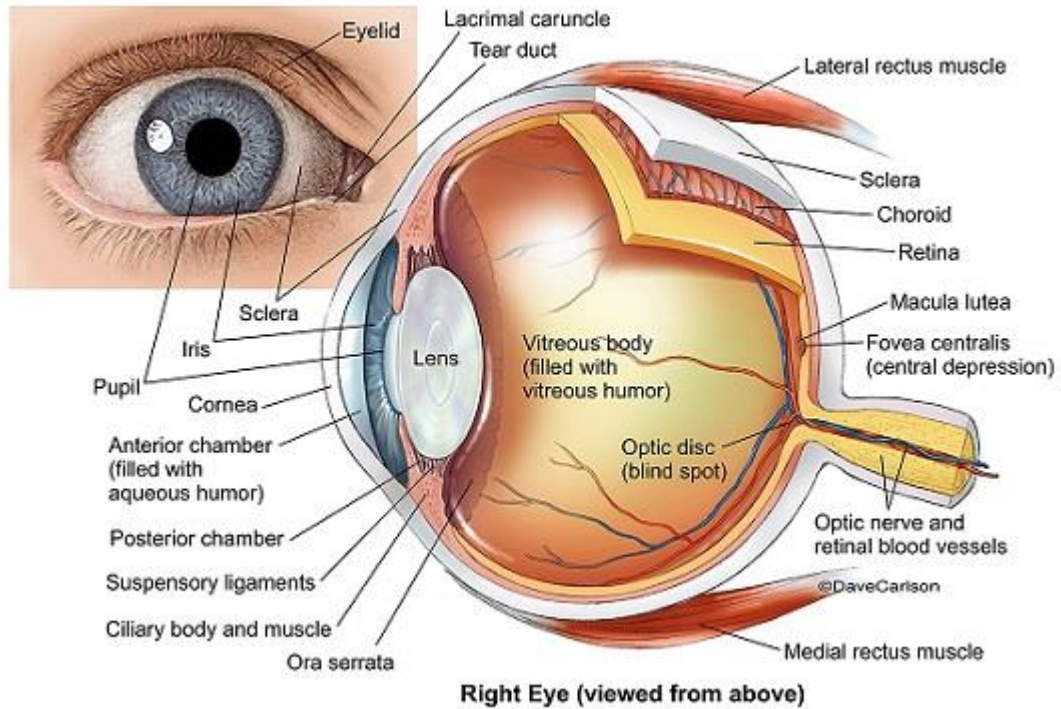
# Project/Lesson: Surrealism Magritte Eye Project

- **Formative Assignment(s):** Concept sketches (x3)
- **'Eye' will...** create a colored pencil/pastel drawing of a surreal eye that is based on the work of Rene Magritte. We will create our own concept that is original and unique...and very weird.
- **Standard(s):**
- **VA.68.H.3.3** Create imaginative works to include background knowledge or information from other subjects.
- **Key artist(s):** Rene Magritte
- **Key concepts:**
- Surrealism, juxtaposition.
- **I can...**
- create an accurately shaped and proportionate human eye.
- use my imagination to create a surrealism.
- use shading to create the illusion of form.
- Write a short artist statement explaining your art and your thought process when designing it in terms of the elements of art/principles of design, and the content itself.





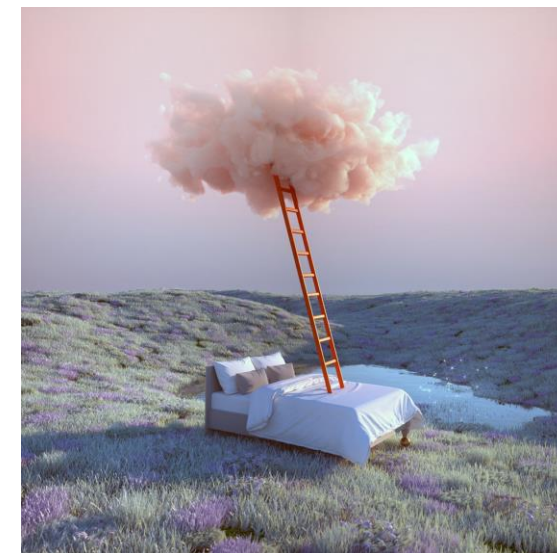
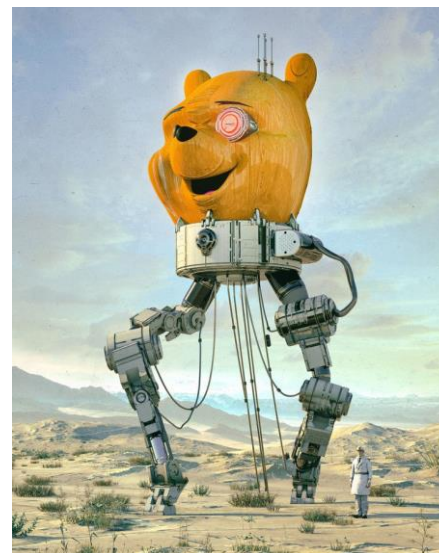
# Science and Anatomical Structure of the Eye





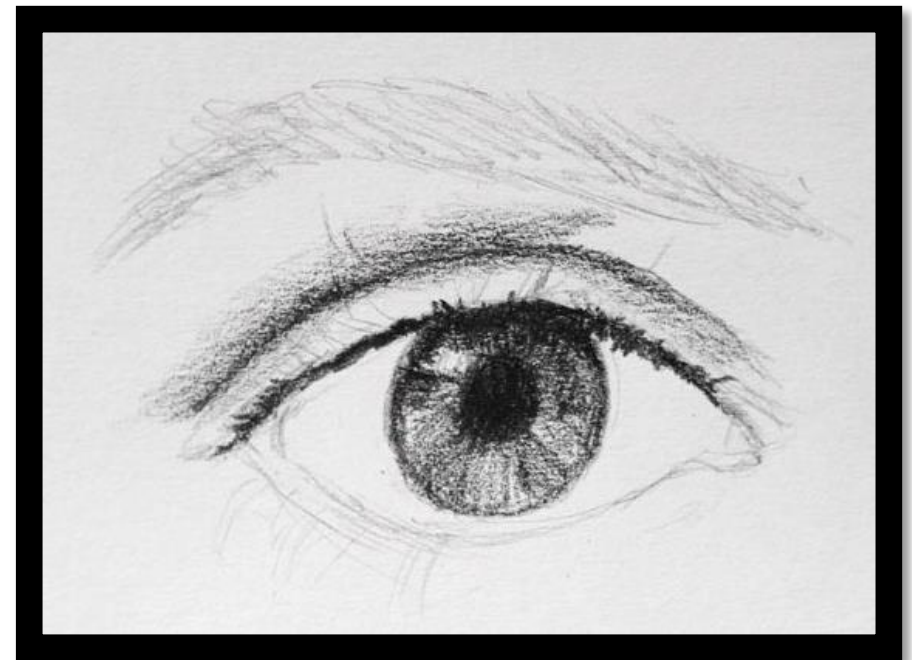
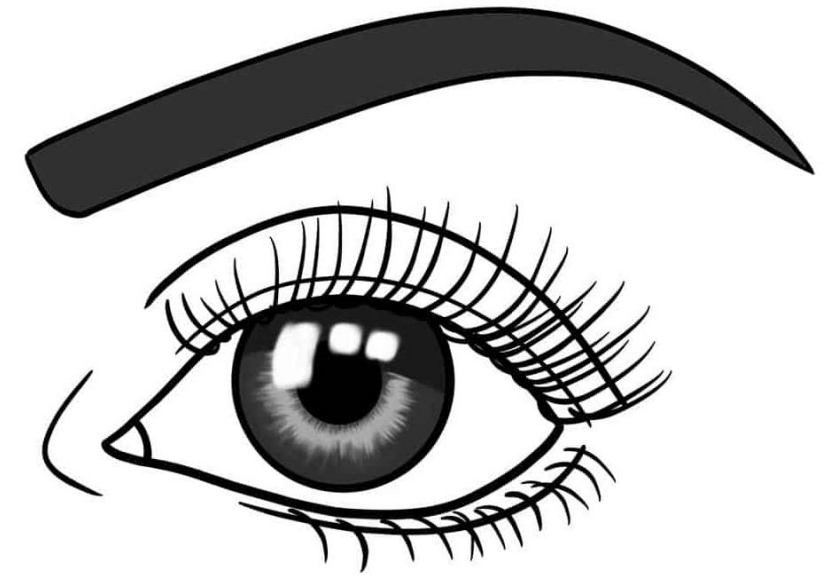
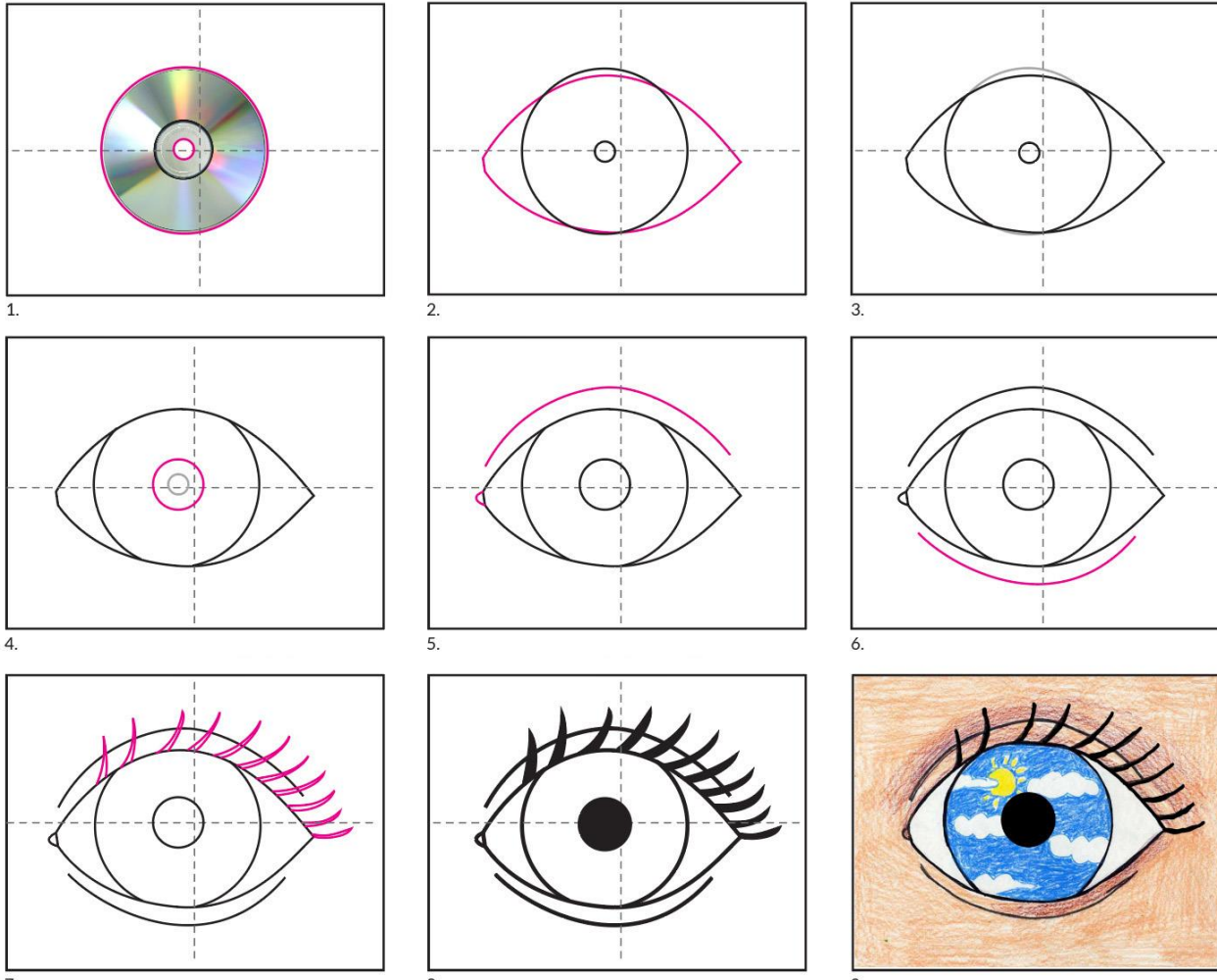
# Examples of surrealism...

- Rene Magritte
- Salvador Dali
- Frida Kahlo





# Eye Reference Images...



# Project/Lesson: Shrinky Dink magnets/ornaments/jewelry

- **Formative Assignment(s):** Concept sketch
- **I will...**create a small wearable, hangable, object made with Shrinky Dinks, markers, and colored pencils.
- **Standard(s):**
- **VA.68.O.2.4** Select various media and techniques to communicate personal symbols and ideas through the organization of the elements of art and principals of design.
- **Key artist(s):** N/A
- **Key concepts:**
- Transparent, translucent, opaque, surface texture.
- **I can...**
- create a functional plastic decorative piece.





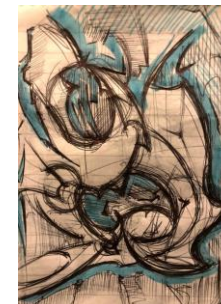
# Project/Lesson: Doodle for Google Contest!

- **Formative assignment:** 'N/A
- **I will...**Create a Doodle for Google logo that is based on the provided theme.
- **Standard(s):**
- **VA.68.F.2.1** Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for these careers.
- **ELA.K12.EE.1.1** Cite evidence to explain and justify reasoning.
- **ELA.K12.EE.2.1** Read and comprehend grade-level complex texts proficiently.
- **Artist:** N/A
- **Key concepts:** Graphic Design, Logo Design, Typography Design.
- **I can...**
- Brainstorm three (3) different designs.
- Create a design that connects with the theme, using marker and colored pencil.
- Redesign the font of the Google logo.
- Use at least 75% of the space on the paper that is provided.



# Project/Lesson: Free Innovation (draw/cut/paste)

- Formative Assignment(s): N/A
- **FREE Innovate/draw does NOT mean...** “free for all”. All students must be actively engaged in the creation of some form of artwork throughout the class. If you cannot think of something to draw/create, then you need to get a drawing prompt from the front of the classroom.
- Standard(s):
- **VA.68.F.1.1** Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
- **VA.68.H.3.3** Create imaginative works to include background knowledge or information from other subjects.
- **VA.68.S.2.1** Organize the structural elements of art to achieve artistic goals when producing personal works of art.
- Key artist(s): N/A
- Key concepts: N/A
- I can...
- Use my imagination to imagine, develop, innovate, design, and create.





# Project/Lesson: Collaborative Mural & Abstract School Mantra Installation Project

- **Formative Assignment(s):** N/A
- **I will...** collaborate with others to create a collaborative project for display in our school.
- **Standard(s):**
- **VA.68.H.2.4** Explain the purpose of public art in the community.
- **VA.68.O.3.1** Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.
- **Key artist(s):** [Maya Hayuk](#) and [Yayoi Kusama](#)
- **Key concepts:** Art in public places, mural, and installation.
- **I can...**
- Work collaboratively with my peers to accomplish a common goal of creating a large work of art for display in our school.
- Participate appropriately in a manner that is consistent with 21<sup>st</sup> century skills as defined by the Florida Department of Education (FDOE)





# Reference images...

- <http://www.shinebritezamorano.com/2017/08/shine-like-diamond.html?m=1&fref=gc&dti=324121017971299>





# Other possible projects...

- Suminagashi ink
- Gyotaku print
- Japanese/Chinese calligraphy
- Chinese mountains
- Mexican Day of the Dead sugar skulls (formative)
- 1 Point Perspective
- Foil Metal Tooling?
- Pointillism
- Collaborative project?
- Scratchboard?
- Shrinky Dinks