

2D2 Studio Art

Lessons/Projects

Introduction to 2D2 Studio Art

- What can we expect to do this year in 2D2 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*)
- How was your summer?
- What would you like to do/accomplish this year in 2D2 Studio Art?
- **Small Doodle 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
- 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.

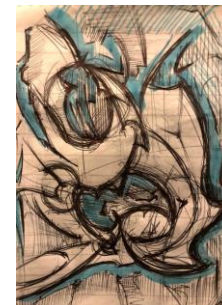


Project/Lesson: Animal Gesture Drawing Assignment (Formative)

- **Formative assignment:** N/A
- **I will...**
- **Create gesture small sketches**
- **Standard(s):**
- **Key concepts:**
- **I can...**

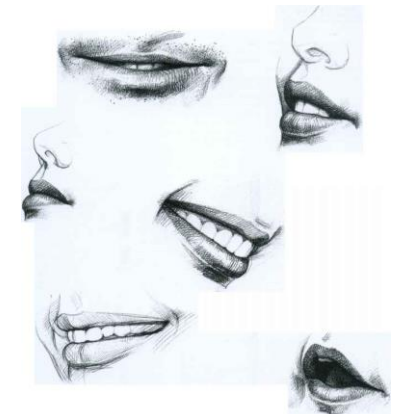
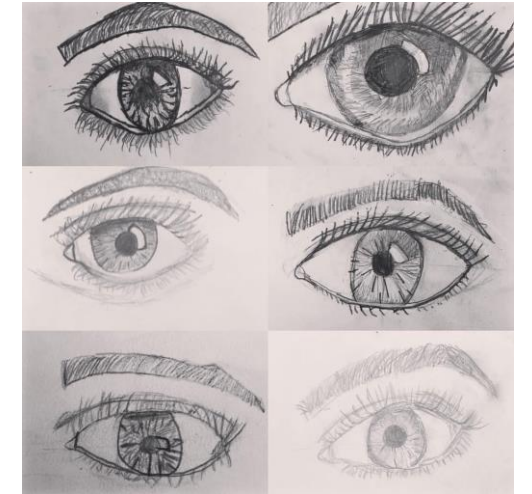
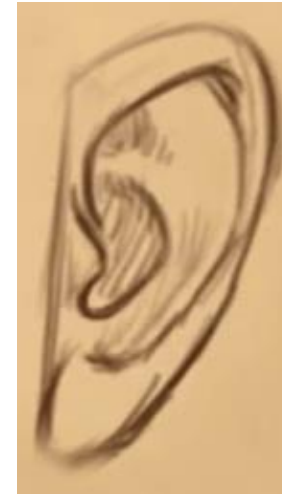
Project/Lesson: Free Draw/Drawing Prompt

- Formative Assignment(s): N/A
- **FREE 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.
- **ALL Sketches must be done in your sketchbook**
- Standard(s):
- **VA.68.F.1.2** Use creative risk-taking strategies learned from artists’ works to incorporate artistic solutions in the creation of artwork.
- Key artist(s): N/A
- Key concepts: N/A
- I can...
- Use my imagination to imagine, develop, innovate, design, create, and come up with artistic solutions.

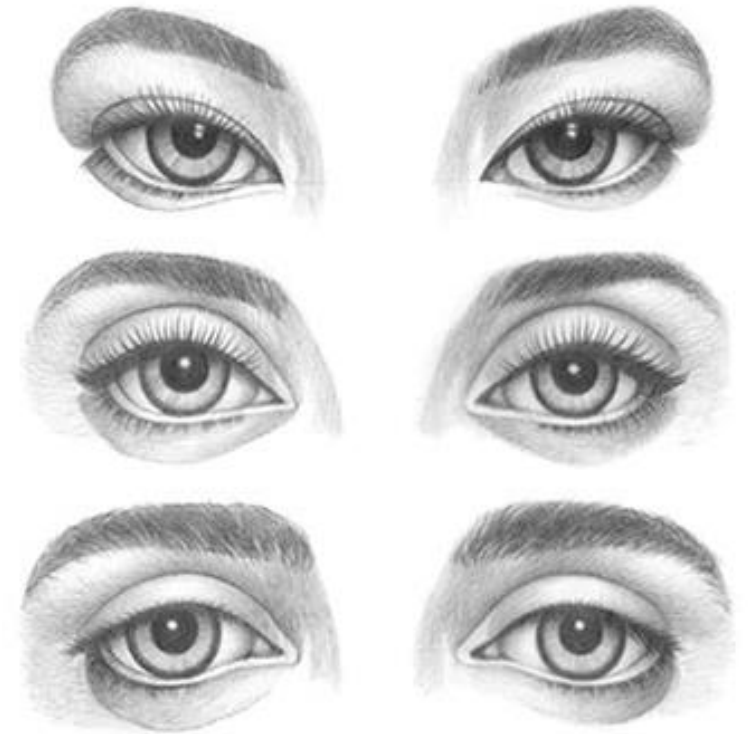
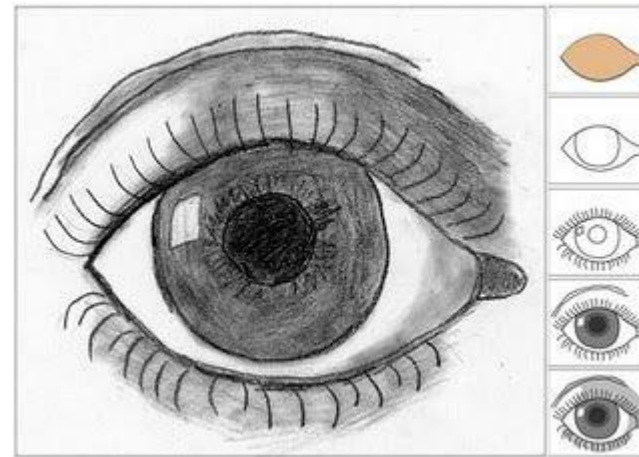
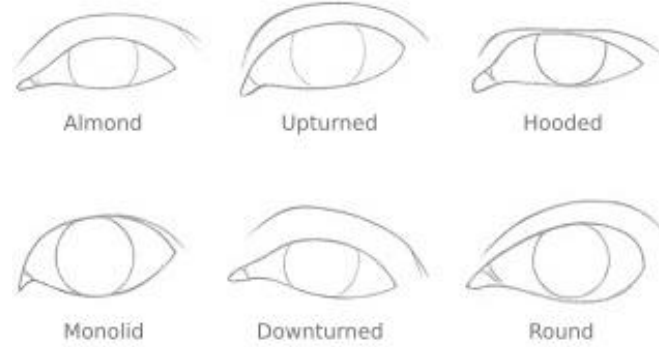
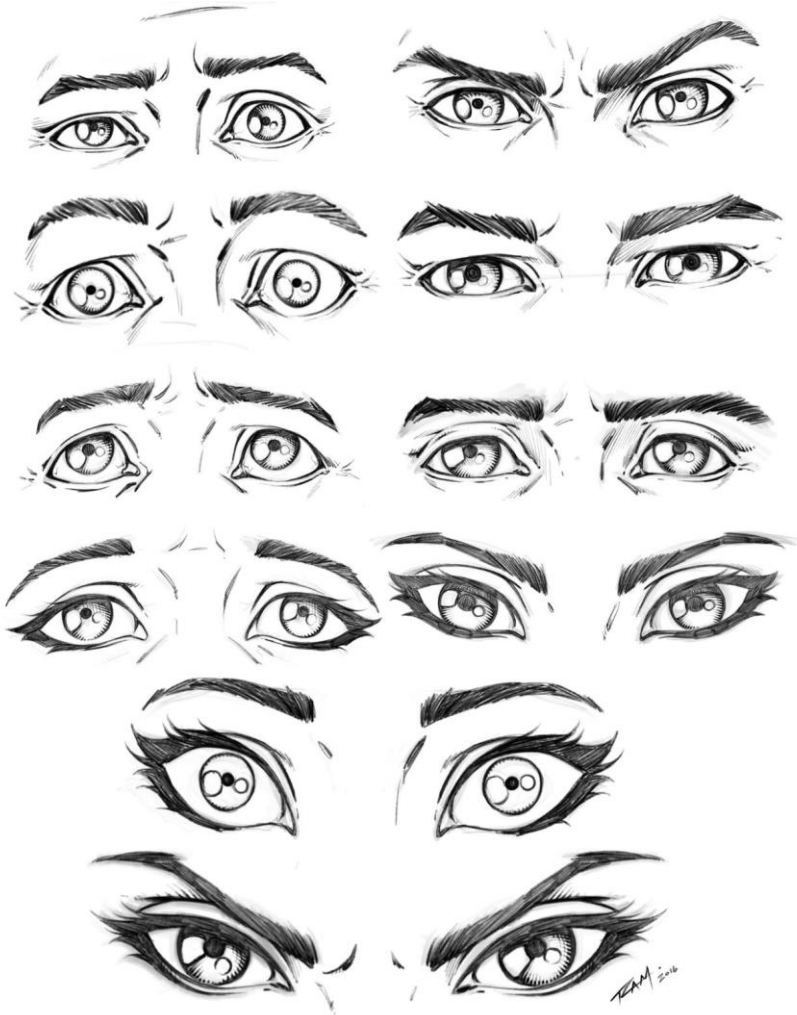


Project/Lesson: Human Anatomy Practice Sketch; Mouth, Nose, Eyes, Ears, and Head (Formative)

- **Formative assignment:** N/A
- **I will...**
- Create small sketches of various parts of the face and head in my art journal/sketchbook.
- **Artists:** Leonardo da Vinci and Norman Rockwell.
- **Standard(s):**
- **VA.68.S.2.3** Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
- **Key concepts:**
- Proportion, shading, shadow, highlight, mid-tone
- **I can...**
- Use lightly drawn geometric shapes to render more complex forms.
- Use shading to practice capturing the form of an object.



Reference images for eyes...

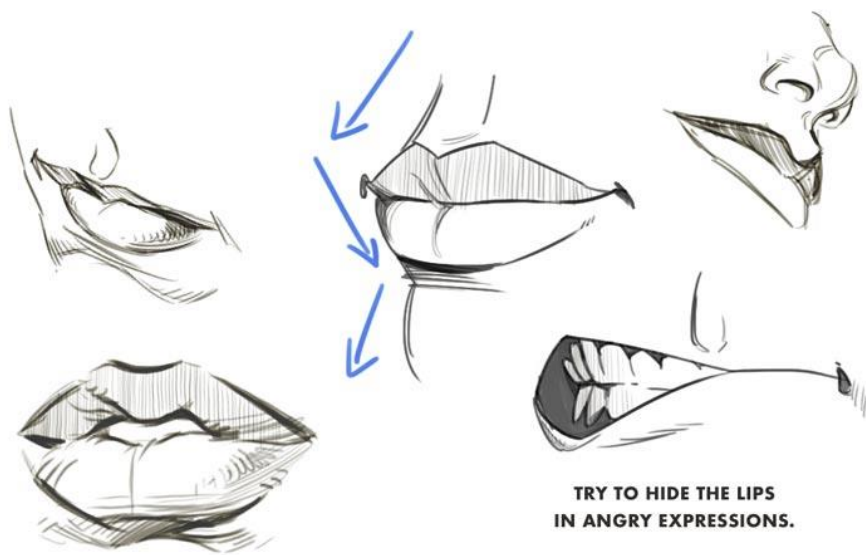
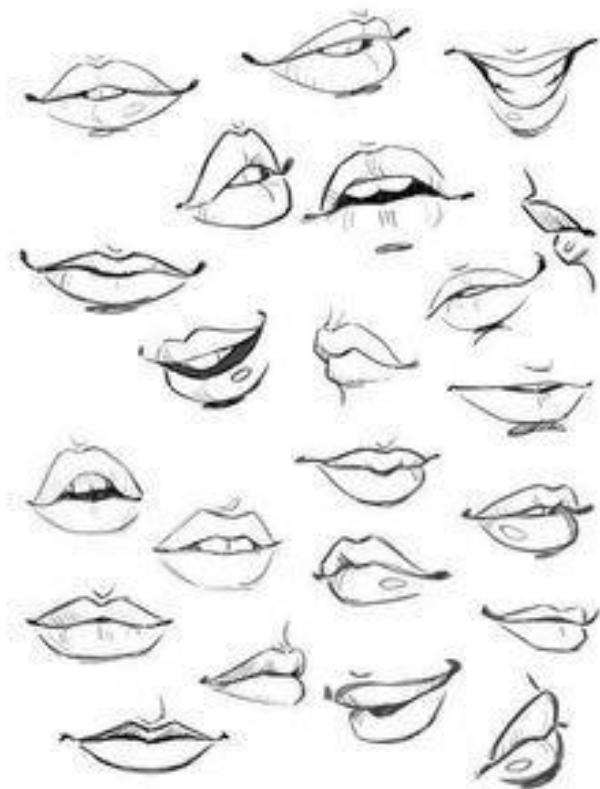


Reference images for noses...

Avoid outlining the nose...



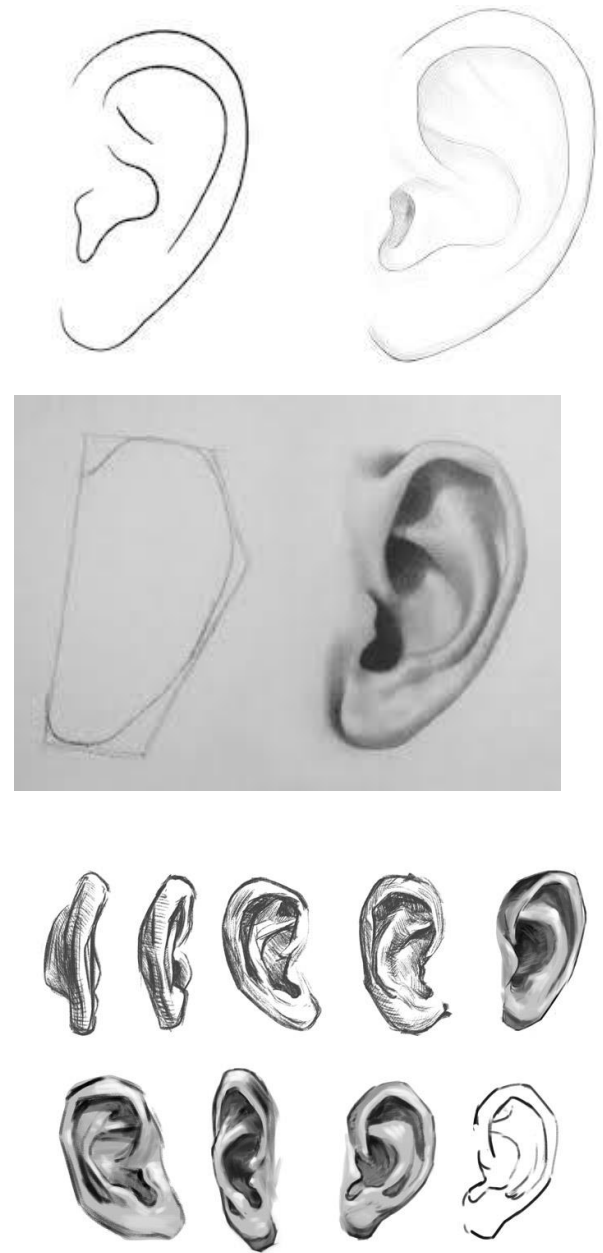
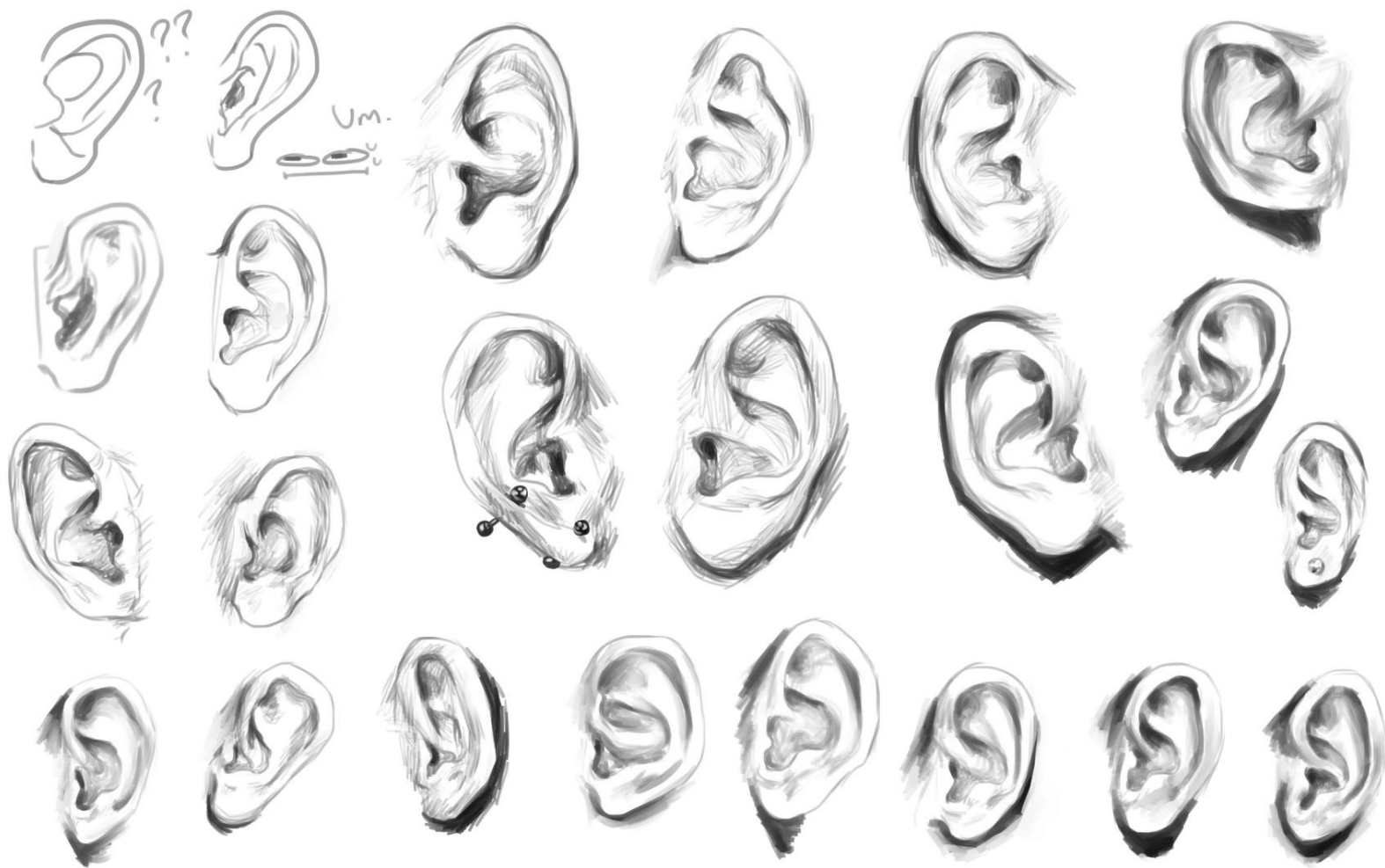
Reference images for mouths...



TRY TO HIDE THE LIPS
IN ANGRY EXPRESSIONS.

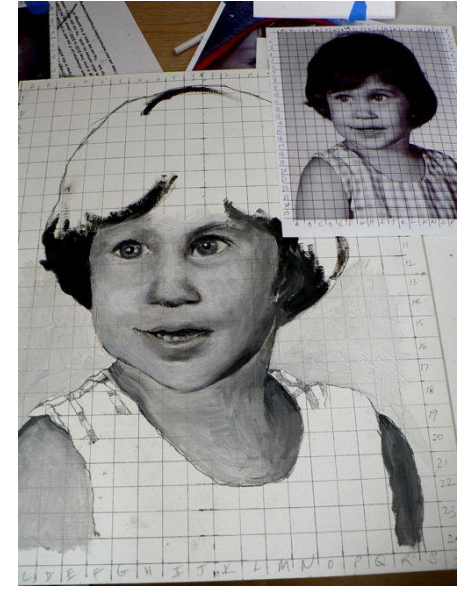
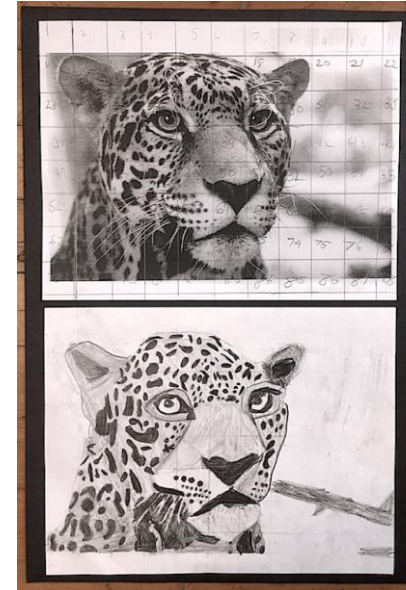


Reference images for ears...

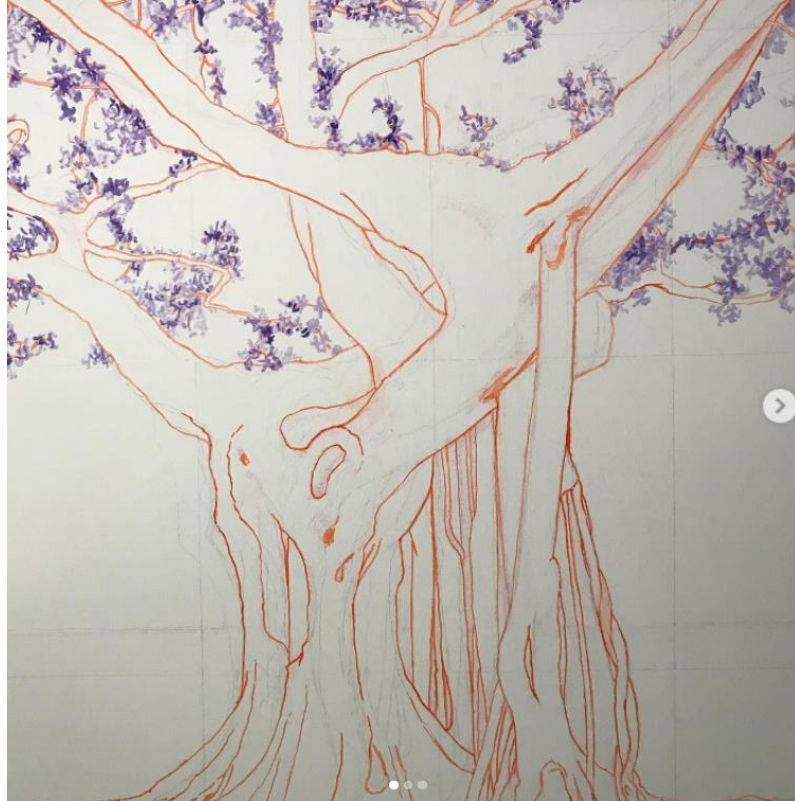
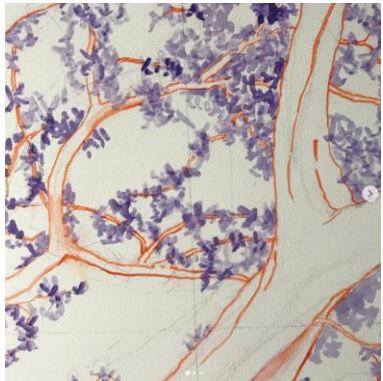


Project/Lesson: Graph Method Portrait

- **Formative Assignment(s):**
- Two grid square practice assignment
- **Standard(s):**
- **VA.68.H.1.4** Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
- **Artists:** Albrecht Drurer, Leonardo da Vinci
- **I will...**
- Create a graph method drawing of my portrait upside down in black and white. Paint and other media may be added around the negative space. Other media may be rotoscoped on or around the face (thick fabric paint, liner, etc.)
- **Key concepts:**
- Grid method, proportion (length and angles), negative space, value, contrast, shading
- **I can...**
- Use the grid method to create a proportionate drawing that can be recognized from the photograph.
- Use negative and positive space to aid my self in drawing



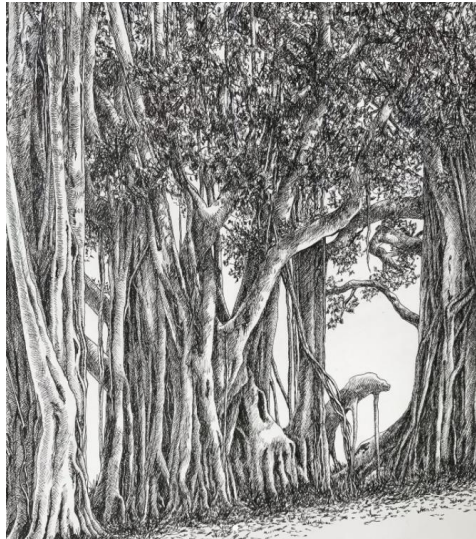
Graph method process in painting...



Final piece by artist Luis Crump

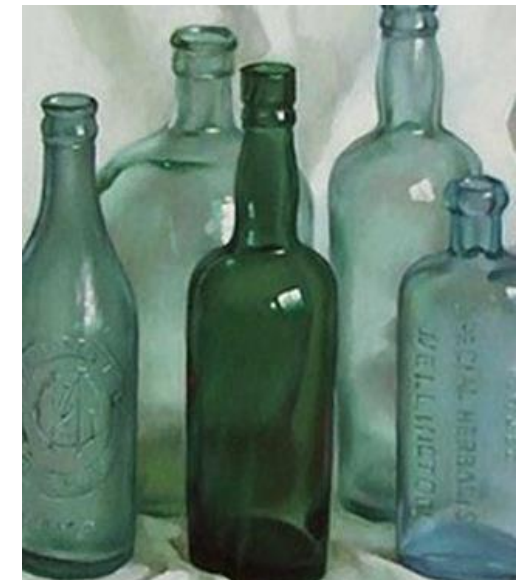
Mr. Crump uses oil paints and other media to create his artwork. The trees that he paints, and draws are called Banyan trees.

- Banyan trees are usually classified as fig trees.
- They are casually termed as the strangler fig species due to their habit of germinating from the tree trunks of other species.
- It is in fact the national tree of India!
- Banyans are some of the world's biggest trees and the fact that they spread laterally is one of the reasons why these fig trees appear gigantic.

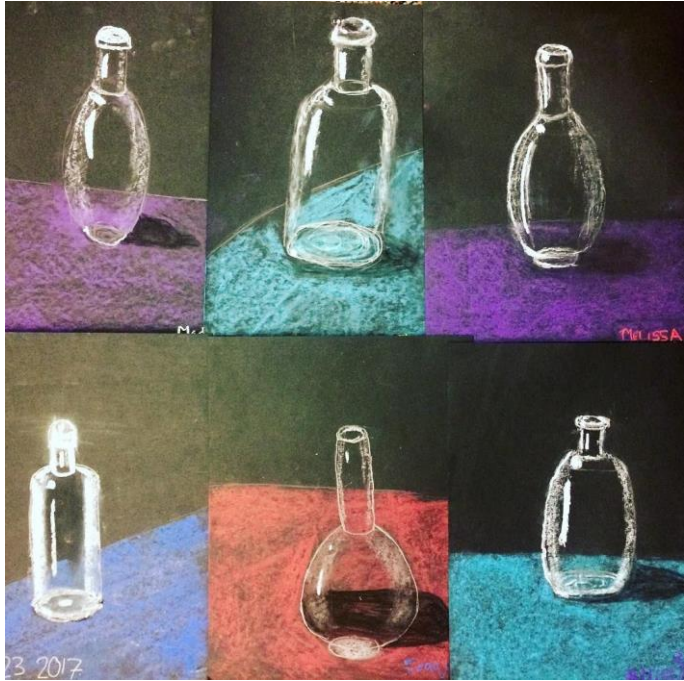


Project/Lesson: Bright Beautiful Glass Bottles Reflections Acrylic Painting

- **Formative Assignment(s):** Composition assignment and graph assignment
- **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 artwork.
- **Artists:** N/A
- **I will...**
- Use the graph method to create a painting of translucent glass bottles.
- **Key concepts:** Transparent, translucent, opaque, graph method, light source.
- **I can...**
- Measure to create 1-inch squares
- Mix primary, secondary, and neutral colors to achieve different hues, tones, tints, and shades.
- Capture the highlights, shadows, and reflections



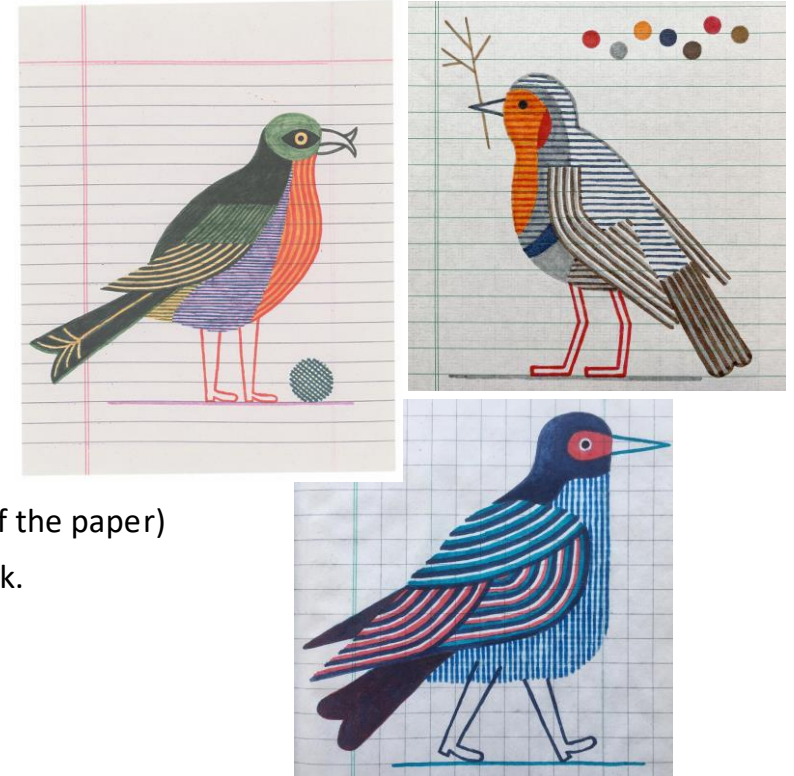
Student examples...



Highlighter Birds (inspired by Jochen Gerner)

- **Formative Assignment(s):** Concept sketch/color scheme
- **Standard(s):**
- **VA.68.S.3.1** Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of various media and techniques.
- **VA.68.O.2.3** Create a work of personal art using various media to solve an open-ended artistic problem.
- **Artists: Jochen Gerner**
- **I will...**
- Create a bird that is made with plaid and striped patterns using highlighters markers and/or colored pencils
- **Key concepts:**
- Opacity, pattern, geometric shapes
- **I can...**
- Use liner to create a contour
- Carefully use glass paint to completely fill in the outlined shapes.
- Fill up to approximately 75% of the color on the surface space of my artwork. (bird should be at least 2/3's size of the paper)
- Use the elements of art and principles of design the artwork of another culture as inspiration for my own artwork.

www.johengerner.com



More examples...



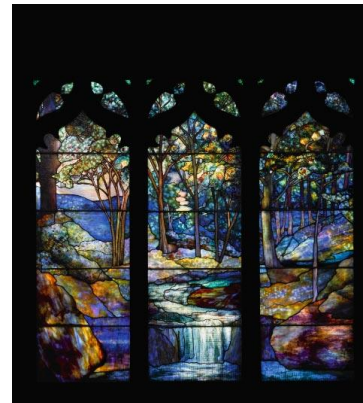
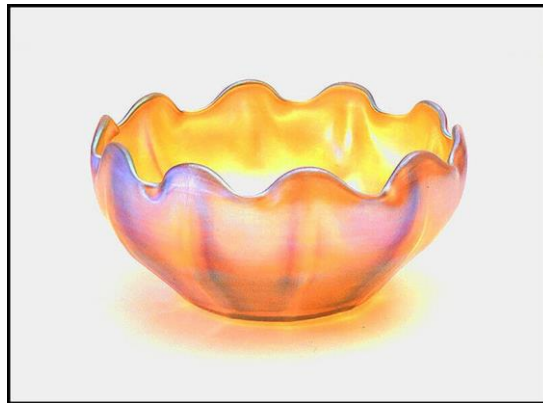
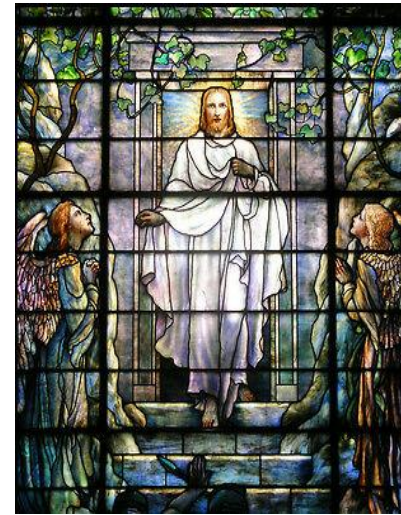
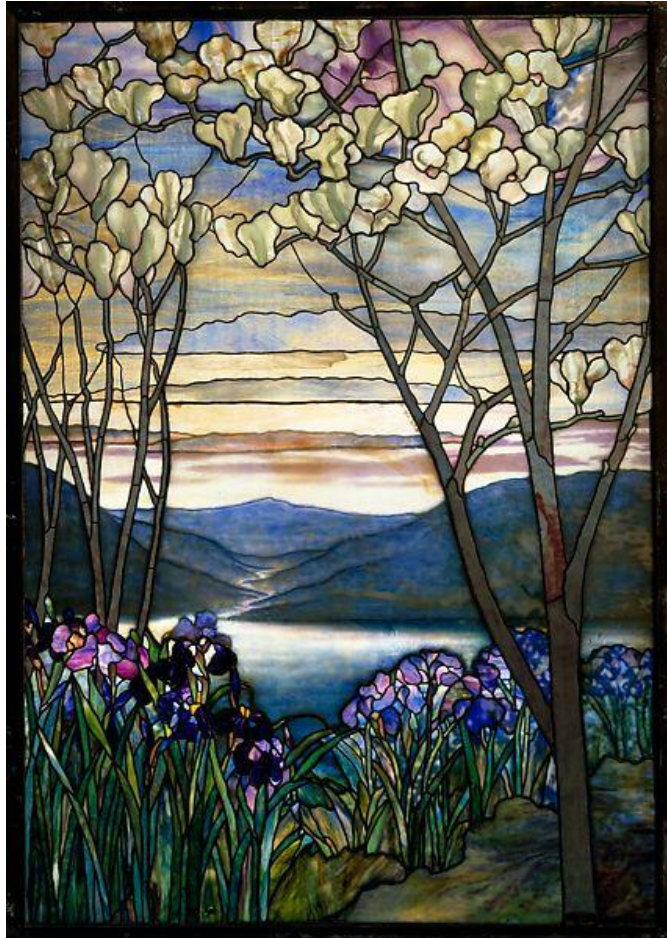
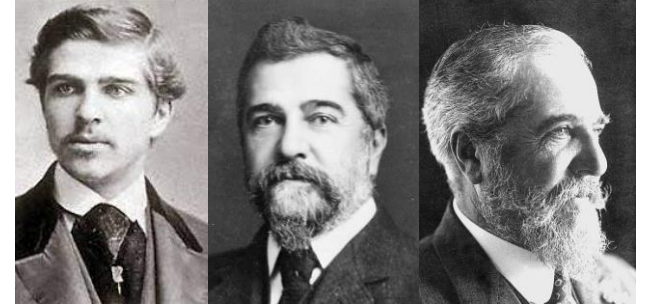
Project/Lesson: Foil Art with Glass Paint

Mexican Day of the Dead. Indian

- **Formative Assignment(s):** Concept sketch
- Standard(s):
- **VA.68.S.3.1** Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of various media and techniques.
- **VA.68.O.2.3** Create a work of personal art using various media to solve an open-ended artistic problem.
- **VA.68.S.1.5** Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
- **Artists:** Louis Comfort Tiffany
- **I will...**
- Make a metallic enamel-like artwork using glass paint and foil.
- **Key concepts:**
- Transparent, translucent, opaque, space, contrast, texture.
- **I can...**
- Use liner to create a contour
- Carefully use glass paint to completely fill in the outlined shapes.
- Fill up to approximately 75% of the color on the surface space of my artwork.
- Use the elements of art and principles of design the artwork of another culture as inspiration for my own artwork.



LOUIS COMFORT TIFFANY



Reference images...

IMAGE 1:



IMAGE 2:



IMAGE 3:



IMAGE 4:



IMAGE 5:



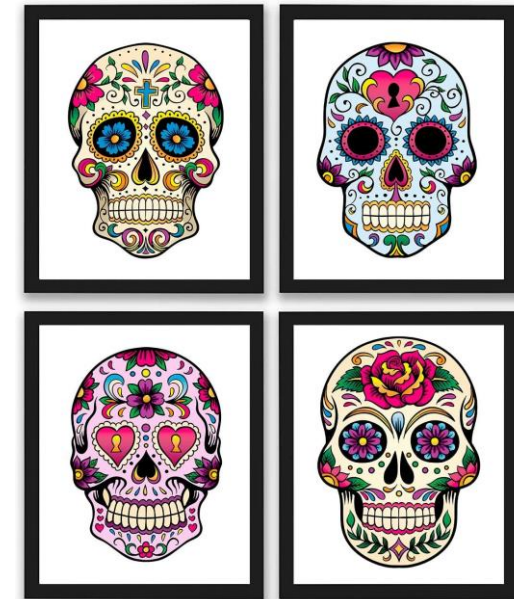
IMAGE 6:



IMAGE 7:

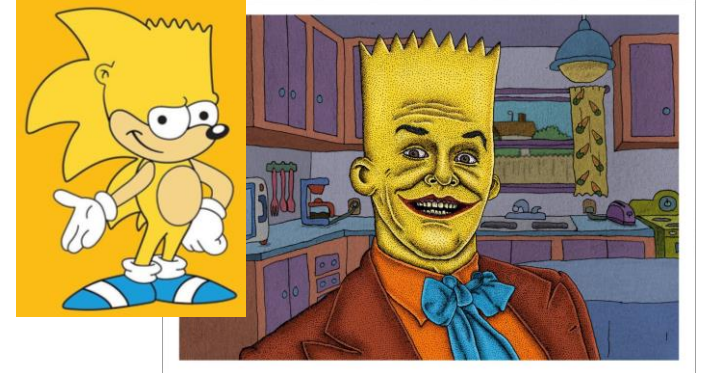


IMAGE 8:



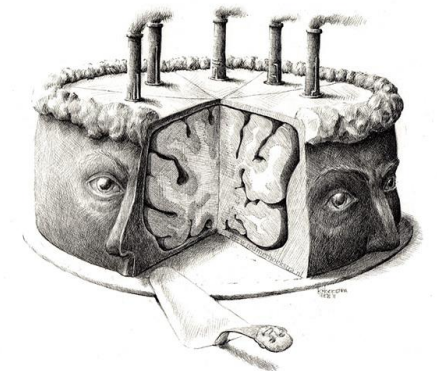
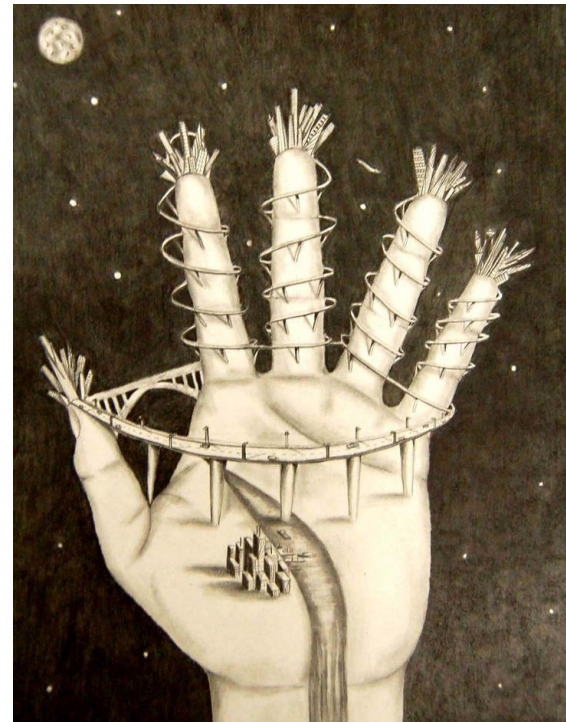
Project/Lesson: Mixed Matched Cartoon Pop Art

- **Formative Assignment(s):** Brainstorming activity and concept sketch
- **Standard(s):**
- **VA.68.O.2.3** Create a work of personal art using various media to solve an open-ended artistic problem.
- **Artists:** Andy Warhol, Coco Davez, Joseph Klibansky
- **I will...** use my imagination to combine different features and attributes of cartoon characters to create weird or funny pop art.
- **Key concepts:** Pop Art, Form, juxtaposition
- **I can...**
- Brainstorm which cartoons to combine, which features to use, and what other environmental objects (background, speech/thought bubbles, props, etc.) I can add to create a narrative.
- Use drawing skills to accurately render both drawings (should be able to recognize each character)
- Add color using various media of the my choosing.



Project/Lesson: Surrealism with an Emotion

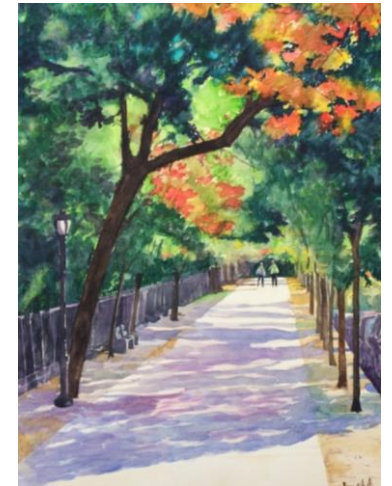
- **Formative Assignment(s):** Brainstorm/concept sketches (x3)
- **I will...**through, research and planning, create a surreal drawing that is dreamlike, based on a psychological emotion/state of mind, a personal problem/issue, or something that is symbolic and represents a geopolitical or social issue.
- Standard(s):
- **VA.68.H.3.2** Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.
- **VA.68.C.3.3** Use analytical skills to understand meaning and explain connections with other contexts.
- **Artists:** Zdzisław Beksiński, Salvador Dali.
- **Key concepts:** Surrealism, interpretation, automatic surrealism.
- **I can...**
- Brainstorm using multiple compositions to find multiple solutions to open artistic problems.



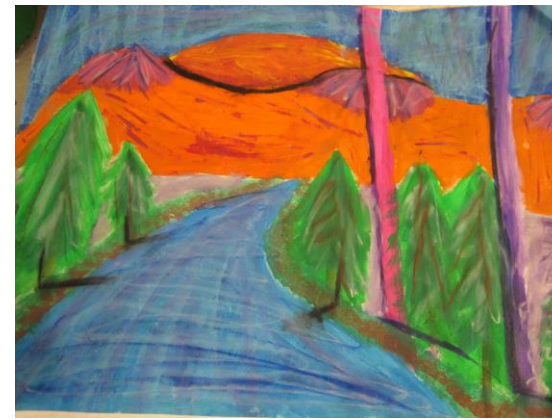
Project/Lesson:

Miniature 1Point Perspective Watercolor Sketch Painting (Formative)

- **Formative Assignment(s):**
- Rough concept sketches (x3)
- **Standard(s):**
- **VA.68.S.3.1** Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of various media and techniques.
- **Artists:** Winslow Homer
- **I will...**
- Create a landscape painting with watercolors.
- **Key concepts:** 1 point perspective, wet-on-wet, masking, and light source.
- **I can...**
- Use overlapping, scale, and 1 point perspective.
- Use the wet-on-wet and/or a masking technique.
- Create a light source with cast shadows.



Reference images...



Student examples (Left)

Project/Lesson: Tropical Sunset Landscape Painting.

- **Formative Assignment:** thumbnail sketches (x3)
- **Standard(s):**
- **VA.68.S.3.1** Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of various media and techniques.
- **Artists:** Florida Highwaymen, Albert Bierstadt, and Claude Monet
- **Key concepts:** Background, middle ground, foreground, horizon, analogous colors.
- **I can...**
- Mix and blend analogous colors to create a sunset and reflection.
- Use scale, overlapping, and value to create a sense of depth within the painting.
- Create contrast within the artwork.



Florida Highwaymen

- How are the skies in each painting similar and different?
- How do the artists create the illusion of a sunset?
- Which one do you like the best?



Albert Bierstadt

- How do the paintings of Albert differ from those of the Florida Highwaymen artists?
- What do you think about the artwork of Albert Bierstadt?

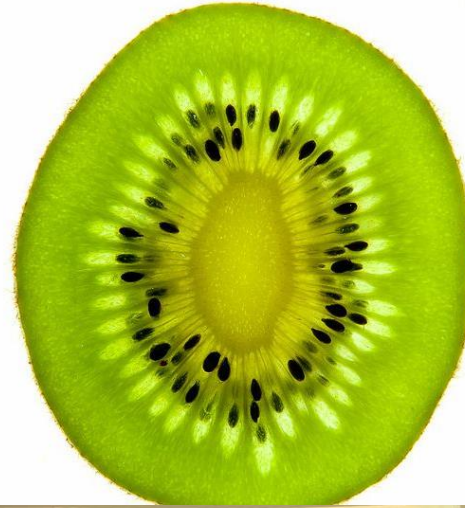


Claude Monet



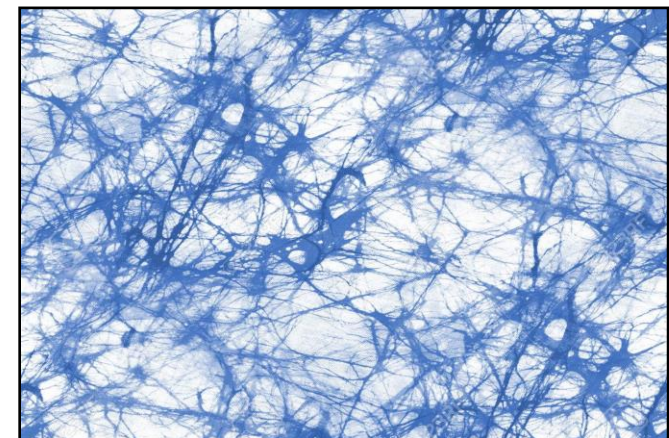
Project/Lesson: Berries N' Citrus Watercolor Project

- **Formative Assignment(s):** Composition assignment
- **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.
- **Artists:** N/A
- **I will...**
- Use the wet-on-wet technique to create a close-up painting of cropped fruit.
- **Key concepts:**
- Composition, rule of thirds, rule of odds, cropping, focal point, dominant object, repetition, visual movement, unity.
- I can...
- Create three concept sketches that use three different compositions.
- Use various compositional techniques to enhance the overall design of the artwork.
- Use drawing skills and watercolors to create the artwork.
- Make use of value (dark shadows, mid-tones, and highlights)



Project/Lesson: Plant Wax Resist Ink Contour Drawing

- **Formative Assignment(s):**
- Composition assignment and contour drawing
- **Standard(s):**
- **VA.68.O.2.3** Create a work of personal art using various media to solve an open-ended artistic problem.
- **Artists:** N/A
- **I will...**
- Create a batik style artwork of tropical leaves using mixed media techniques.
- **Key concepts:** Asymmetrical balance, cropping, framing, contour, negative space, dominant color, accent colors, resist, batik.
- **I can...**
- Create a visually dynamic composition that is visually balanced and incorporates framing and cropping techniques.
- Use multiple forms of media (paint, ink, pencil, wax).
- Use wax resist to create a batik style effect.



Project/Lesson: Mixed Media Dollar Bill Art

- **Formative Assignment(s):** Concept Sketch
- **Standard(s):**
- **VA.68.F.1.2** Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of artwork.
- **Artists:** Banksy, James Charles (the artist),
- **I will...** Create an artwork based on the design of a dollar of my choosing (\$1 through \$100). I will use a variety of media and techniques. Also, I will think purposeful intent about how I use and incorporate the elements of art and principals of design into my artwork.
- **Key concepts:**
- Graffiti Art, Alteration, mixed media.
- **I can...**
- Use mixed media techniques.
- Use my imagination.
- Incorporate pop art imagery, abstract elements, and or other styles of art into the artwork.



James Charles (the artist) altered dollars...



Banksy's Ten Pound Princess Diana Note...

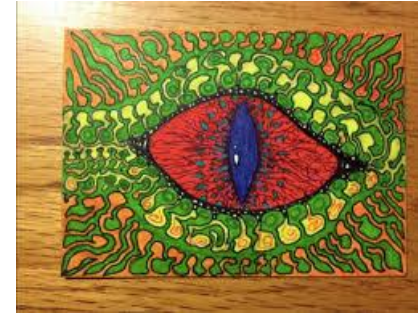


Reference images for inspiration...



Project/Lesson: Artists Trading Card Project (Themed)

- **Formative Assignment(s):** N/A
- **Standard(s):**
- **VA.68.F.1.2** Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of artwork.
- Artists: N/A
- **I will...** Create sketchcards to keep or give/trade to others.
- **Key concepts:** Unity, Compositional Techniques, Color schemes, focal point.
- **I can...**
- Brainstorm and create thumbnail sketches
- Create AT LEAST two different sketchcards
- Use compositional techniques to enhance my artwork.
- Share my work with others in an open critique.

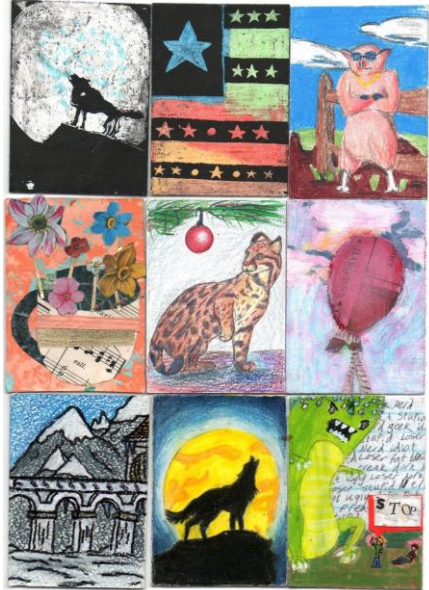


Combine three options below...

- **Styles: Pop Art, Realism, Surrealism, Op Art, Expressionism, Animation/Cartoon, Cubism, Abstract, Art Nouveau, Graffiti.**
- **Emotion/State of mind:** Anger, depression, tranquility, content, anxiety, fear, peacefulness, laughter, surprise, confusion, exhaustion, suspiciousness, trust, comfort, love, hate, insanity, greedy, regret, positivity, laziness, patience, insecurity, silly, jealous, sick, altruistic.
- **Media:** Colored pencil, ink, watercolor, acrylic paint, marker, or some combination of these (mixed media).

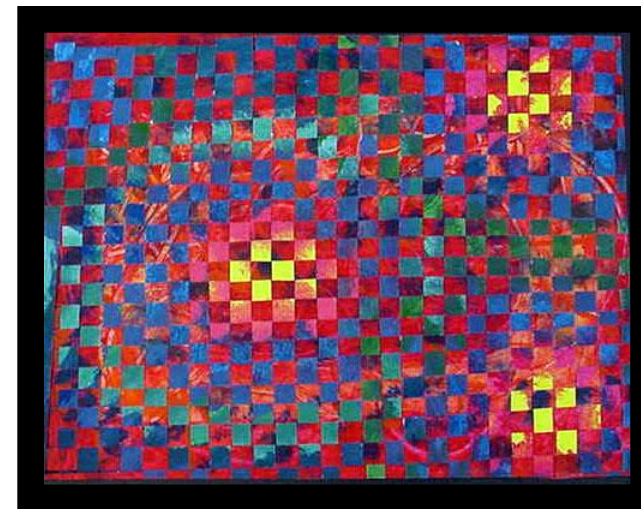
- **Directions:**
- Use the entire space, ensure that your concept sketch is visually balanced, think about your color scheme and how it ties in with your emotion/state of mind.
- Also, art should (in most cases) be developed enough to have darkest and lightest values (shadows/highlights) within the work.
- Students will create two sketch cards.

Artist trading card student examples..



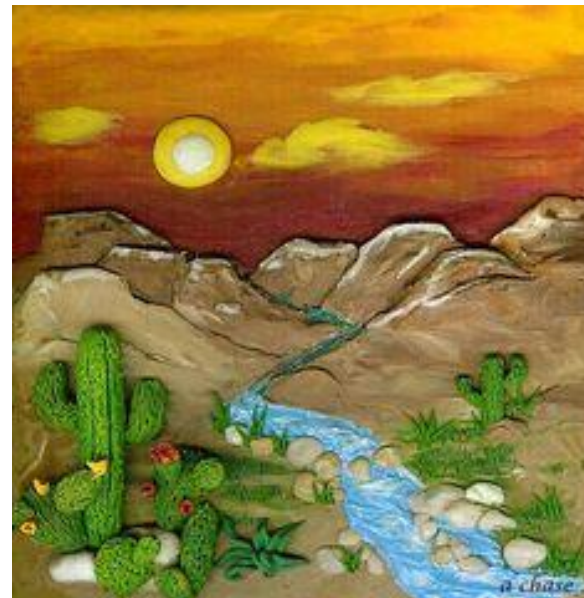
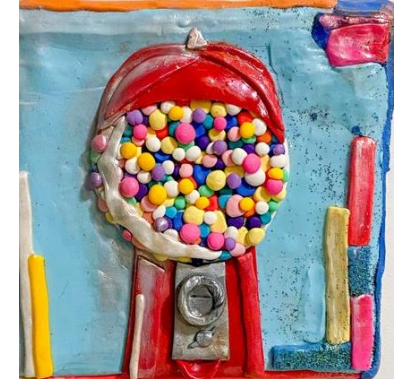
Project/Lesson: Woven Juxtaposed Mixed Media Art

- **Formative assignment:** 'weaving practice'
- **Standard(s):**
- **VA.68.S.3.1** Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of various media and techniques.
- **Artist:** [Samuel David Stern](#)
- **Key concepts:** Weaving, juxtaposition, contrast, color scheme.
- **I can...**
- Measure and cut to create strips of paper to be used for weaving.
- Use the weaving technique to integrate different images together.
- Have a clear intention as to what I want to create and accomplish with this work of art.
- Alter the woven images with mixed media.



Project/Lesson: Modeling Clay Painting

- **Formative assignment:** Concept sketch
- **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 artwork.
- **VA.68.O.2.3** Create a work of personal art using various media to solve an open-ended artistic problem.
- **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.
- **Artist:** N/A
- **Key concepts:** Relief, Depth, Texture
- **I can...**
- Brainstorm and create a concept sketch
- Layer modeling clay to create depth and distance
- Use tools to create details and texture.
- Use Mod Podge to seal and protect the surface.



Project/Lesson: Art Careers

- **Formative assignment:** N/A
- **I will...**
- Learn about various art careers and the impact that art has in our everyday lives.
- **Standard(s):**
- **VA.68.F.2.2** Identify careers in support industries related to the art-making process, industrial design, digital media, and other commercial design careers.
- **Key concepts: Commercial art and design careers, The business of fine art.**
- **I can...**
- **Describe, analyze, interpret, and judge artwork.**
- **Understand and explain the many reasons people create, collect, and exhibit artworks.**

Project/Lesson: Crime Stoppers Poster Contest

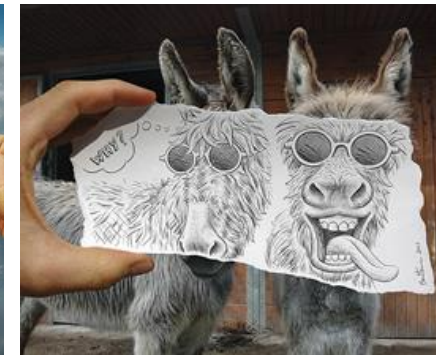
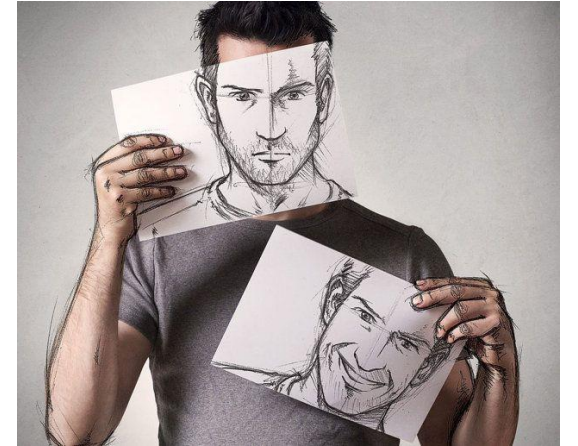
- **Formative assignment:** 'Concept sketch
- **I will...**
- Create a poster design for Crimes Stoppers of NE Florida.
- Contest winners will receive \$400, \$300, \$100, \$50
- **Standard(s):**
- **VA.68.F.2.2** Identify careers in support industries related to the art-making process, industrial design, digital media, and other commercial design careers.
- **Artist:** N/A
- **Key concepts:** Graphic design, layout, typography, focal point.
- **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.



Art Careers and Links

Project/Lesson: Playing with Photography Art Project

- **Formative assignment:** 'Concept sketch'
- **I will...**
- Create a mixed media sketch combined with a drawing or painting
- **Standard(s):**
- **VA.68.O.2.3** Create a work of personal art using various media to solve an open-ended artistic problem.
- **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.
- **Artist:** N/A
- **Key concepts:** Photography, focal point.
- **I can...**
- Brainstorm at least one (1) design.
- Create a design that utilizes various media.
- Use at least 75% of the space on the paper that is provided.



Project/Lesson: Art Discussion/Critique

- **Formative assignment:** N/A
- **I will...**
- **Engage in an open or individual critique of artwork**
- **Standard(s):**
- **VA.68.C.1.2** Use visual evidence and prior knowledge to reflect on multiple interpretations of artworks.
- **VA.68.C.2.2** Evaluate artwork objectively during group assessment to determine areas for refinement.
- **VA.68.H.2.3** Describe the rationale for creating, collecting, exhibiting, and owning works of art.
- **Key concepts: Art Criticism, Reasons for making art.**
- **I can...**
- **Describe, analyze, interpret, and judge artwork.**
- **Understand and explain the many reasons people create, collect, and exhibit artworks.**

Why Art?

- Why do people make and exhibit art?
- Why do people collect and own art?

Art Discussion Images

Project/Lesson: Collaborative Mural

- **Formative Assignment(s):** Concept sketch and proposal
- **I will...** collaborate with others to create a mural or installation for our school.
- **Standard(s):**
- **VA.68.F.3.3** Collaborate with peers to complete an art task and develop leadership skills.
- **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 21st century skills as defined by the Florida Department of Education (FDOE)

