

**Name: Sarah Lloyd**

**Week of:**

**Date of Lesson: day 1 of 5/6 day lesson**

**Subject: Art 1(Grades 8-10)**

**Content: Color and Cubism**

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**Lesson Focus or Major Goal:**

In this lesson students will practice their newly learned skills of painting, review color theory by using color schemes and utilizing the principles and elements of design in composing a painting in the style of Cubism by utilizing the style of Abstraction as well. The students will achieve this via the fracturing and reassembling of a preexisting image onto an abstract background of geometric shapes and lines. Students will learn about Cubism and Abstraction and portray that in their reassembled color schemed painting.

**Unit Content Standards(s):**

2PE: Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

1PR: Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination

2PR: Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

**Previous Assessment Informing Instruction:**

The students have completed color scales and a previous color scheme acrylic painting. Students have received an informative lecture on the basic principles and elements of design.

**Learning Objective(s):**

1. The students will create their own Cubism design by first creating an Abstract background and then by disassembling a magazine advertisement image and reassembling it in a haphazard manner as a basis for their painting.
2. The students will then create a four color scheme painting out of their created abstract/Cubism collage as a means to put color theory into practice.
3. The students will complete an end of unit summative quiz on color theory, Cubism and Abstract Art.

**Academic Language Objective(s):**

The students will have the opportunity to incorporate their vocabulary words (analogous, chroma, color tetrad, color triad, cool and warm colors, complementary colors, high key color, hue, intensity, intermediate color, local (objective) color, low key color, monochromatic, neutralized color, neutrals, primary color, secondary color, simultaneous contrast, split-complementary, subjective color, optical color, and arbitrary color) and the new information about Cubism and Abstract Expressionism in class discussion as well as utilizing their vocabulary by answering open-ended questions on an end of unit summative assessment.

**Assessment of Student Learning:**

| <b>Assessment Activity</b>      | <b>Scoring Guide /Evaluative Criteria</b> | <b>Assesses which objective?</b>   | <b>Feedback type to students.</b> |
|---------------------------------|---|--|-----------------------------------|
| Color, Cubism Abstract Art Quiz | Summative Assessment-Worth                | 1. The students will complete an end of unit summative quiz on color theory, Cubism and Abstract Art.  |                                   |
| Painting Rubric                 | Worth                                     | <ol style="list-style-type: none"> <li>1. The students will create their own Cubism design by first creating an Abstract background and then by disassembling a magazine advertisement image and reassembling it in a haphazard manner as a basis for their painting.</li> <li>2. The students will then create a four color scheme painting out of their created abstract/Cubism collage as a means to put color theory into practice.</li> </ol> |                                   |

**Resources, Materials and Technology:**

- 12” x 18” white posterboard.
- 16’ x 22” black posterboard
- Acrylic paints in red, yellow, blue, black and white.
- Paint brushes, rulers, pencils, cups for water, paper towels, paint trays, scissors.
- Color Quiz
- Class computer for visual examples of Cubism artwork.
- Teacher created Cubism handout with assignment instructions.

**Lesson Introduction/Motivational Statement:**

Students will be introduced to Cubism and Abstract Art with a few visual examples of works best representing what the students will be doing. Students will be advised of the importance of practicing painting and different design techniques to hone the skill of good composition organization. Students will also be advised of the advantages of learning about different art movements and the influences that help create them as a way to see how artists are inspired and utilize different out visual resources.

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| <p><b>Instructional Strategies and Planned Supports:</b></p> <ul style="list-style-type: none"> <li>• Will introduce students to Cubism and Abstract Art via the handout.</li> <li>• Will give students step by step instructions from handout on how they will be creating their piece and show an example created by the teacher.</li> <li>• Will then show the students how they will be dividing up their image and taping them to their abstract background and show them a teacher made example of that as well.</li> <li>• Will advise students to use the in class magazines and computers to find a full color advertisement image by the end of the day.</li> <li>• Circulate the room and assist/give feedback on chosen images or advise where needed.</li> <li>• Any student having issues finding an image will be advised to find one as homework and bring in the following day.</li> <li>• Any student finding an image early will be asked to cut their image into 4 unique, odd geometric shapes and then if time allows to choose and write down their colors they want to use for their 3 color schemes other than realism.</li> <li>• Will advise at 5 minutes until the end of class to commence with clean-up activities.</li> </ul> | <p><b>Learning Tasks:</b></p> <ul style="list-style-type: none"> <li>• Students will receive a verbal and visual introduction to Cubism and Abstract Art.</li> <li>• Students will be given step by step instructions on how they will be creating their Cubism artwork.</li> <li>• Students will use in class magazines and/or computers to find a suitable advertisement image.</li> <li>• Students will begin class clean-up when advised.</li> </ul> |
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**Closure Activity:**

Will check for clarification that every student knows what the steps are of the project, the criteria for a magazine image (at least 8”in length or width by at least 3.5” inches, in full color and must be an advertisement for a product), and expectations for the following day.

**Reflection:**

**Name: Sarah Lloyd**

**Week of:**

**Date of Lesson: day 2 of 5/6 day lesson**

**Subject: Art 1(Grades 8-10)**

**Content: Color and Cubism**

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**Lesson Focus or Major Goal:**

In this lesson students will practice their newly learned skills of painting, review color theory by using color schemes and utilizing the principles and elements of design in composing a painting in the style of Cubism by utilizing the style of Abstraction as well. The students will achieve this via the fracturing and reassembling of a preexisting image onto an abstract background of geometric shapes and lines. Students will learn about Cubism and Abstraction and portray that in their reassembled color schemed painting.

**Unit Content Standards(s):**

2PE: Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

1PR: Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination

2PR: Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

**Previous Assessment Informing Instruction:**

The students have completed color scales and a previous color scheme acrylic painting. Students have received an informative lecture on the basic principles and elements of design.

**Learning Objective(s):**

4. The students will create their own Cubism design by first creating an Abstract background and then by disassembling a magazine advertisement image and reassembling it in a haphazard manner as a basis for their painting.
5. The students will then create a four color scheme painting out of their created abstract/Cubism collage as a means to put color theory into practice.
6. The students will complete an end of unit summative quiz on color theory, Cubism and Abstract Art.

**Academic Language Objective(s):**

The students will have the opportunity to incorporate their vocabulary words (analogous, chroma, color tetrad, color triad, cool and warm colors, complementary colors, high key color, hue, intensity, intermediate color, local (objective) color, low key color, monochromatic, neutralized color, neutrals, primary color, secondary color, simultaneous contrast, slit-complementary, subjective color, optical color, and arbitrary color) and the new information about Cubism and Abstract Expressionism in class discussion as well as utilizing their vocabulary by answering open-ended questions on an end of unit summative assessment.

**Assessment of Student Learning:**

| Assessment Activity             | Scoring Guide /Evaluative Criteria | Assesses which objective?  | Feedback type to students. |
|---------------------------------|------------------------------------|--|----------------------------|
| Color, Cubism Abstract Art Quiz | Summative Assessment-Worth         | 2. The students will complete an end of unit summative quiz on color theory, Cubism and Abstract Art.  |                            |
| Painting Rubric                 | Worth                              | 3. The students will create their own Cubism design by first creating an Abstract background and then by disassembling a magazine advertisement image and reassembling it in a haphazard manner as a basis for their painting.<br>4. The students will then create a four color scheme painting out of their created abstract/Cubism collage as a means to put color theory into practice. |                            |

**Resources, Materials and Technology:**

- 12” x 18” white posterboard.
- 16’ x 22” black posterboard
- Acrylic paints in red, yellow, blue, black and white.
- Paint brushes, rulers, pencils, cups for water, paper towels, paint trays, scissors.
- Color Quiz
- Class computer for visual examples of Cubism artwork.
- Teacher created Cubism handout with assignment instructions.

**Lesson Introduction/Motivational Statement:**

Students will be introduced to Cubism and Abstract Art with a few visual examples of works best representing what the students will be doing. Students will be advised of the importance of practicing painting and different design techniques to hone the skill of good composition organization. Students will also be advised of the advantages of learning about different art movements and the influences that help create them as a way to see how artists are inspired and utilize different out visual resources.

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| <p><b>Instructional Strategies and Planned Supports:</b></p> <ul style="list-style-type: none"> <li>• Will distribute Magazine ads for any student not having one, or who has one that did not fit the criteria.</li> <li>• Will have students gather supplies of paper if they do not have their sketchbook, rulers, pencils and erasers.</li> <li>• Will have students follow along step by step as the steps are read out loud by the teacher to create their Abstract background.</li> <li>• Will distribute any other supplies as needed as walking around and making sure that each student is completing each step.</li> <li>• Will then have students cut their advertisement images into four oddly shaped, geometric style shapes.</li> <li>• Will walk around and assist as needed.</li> <li>• Will advise students to then “reassemble” their cut out advertisement images onto their abstract background in a haphazard manner so one can tell what it is but only vaguely.</li> <li>• Will have students tape their four cut images to their background after choosing an arrangement for them.</li> <li>• Will then advise students to color in the background sections with colored pencils in black, white and gray while making sure the same color does not touch each other from shape to shape.</li> <li>• Circulate the room and assist/give feedback or advise where needed.</li> <li>• Any student needing more time to draw the background, cut images, reassemble their image or color the background will be allotted more time to complete the next day.</li> <li>• Any student finishing these steps early will be given the 12”x18” posterboard so they can begin drawing a slightly enlarged version of their project onto it.</li> <li>• Will advise at 5 minutes until the end of class to commence with clean-up activities.</li> </ul> | <p><b>Learning Tasks:</b></p> <ul style="list-style-type: none"> <li>• Students will get their magazine image approved or choose one from one of the teacher’s if they did not bring one to class.</li> <li>• Students will gather supplies as advised by teacher</li> <li>• Students will follow step by step instructions on drawing their abstract background.</li> <li>• Students will cut their image into four oddly shaped geometric shapes as advised by teacher.</li> <li>• Students will then reassemble their four advertisement cut images in a haphazard manner onto their abstract background.</li> <li>• Students will tape their four image segments down to their abstract background in their chosen position for them.</li> <li>• Students will begin to color in their background with black, white and gray colored pencils making sure no one color touches itself.</li> <li>• Students will begin class clean-up when advised.</li> </ul> |
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**Closure Activity:**

Will check each student’s progress and make sure they understand what they are doing and what their next step will be.

**Reflection:**

**Name: Sarah Lloyd**

**Week of:**

**Date of Lesson: day 3 of 5/6 day lesson**

**Subject: Art 1(Grades 8-10)**

**Content: Color and Cubism**

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**Lesson Focus or Major Goal:**

In this lesson students will practice their newly learned skills of painting, review color theory by using color schemes and utilizing the principles and elements of design in composing a painting in the style of Cubism by utilizing the style of Abstraction as well. The students will achieve this via the fracturing and reassembling of a preexisting image onto an abstract background of geometric shapes and lines. Students will learn about Cubism and Abstraction and portray that in their reassembled color schemed painting. Students will be tested on their knowledge of Color theory as a review of the color unit, as well as being tested on color schemes and Cubism and Abstract Art.

**Unit Content Standards(s):**

2PE: Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

1PR: Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination

2PR: Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

**Previous Assessment Informing Instruction:**

The students have completed color scales and a previous color scheme acrylic painting. Students have received an informative lecture on the basic principles and elements of design.

**Learning Objective(s):**

7. The students will create a Cubism design by first creating an Abstract background and then by disassembling a magazine advertisement image and reassembling it in a haphazard manner as a basis for their painting.
8. The students will then create a four color scheme painting out of their created abstract/Cubism collage as a means to put color theory into practice.
9. The students will review color theory and color schemes and learn about Cubism and Abstract Art and then complete an end of unit summative quiz on color theory, Cubism and Abstract Art.

**Academic Language Objective(s):**

The students will have the opportunity to incorporate their vocabulary words (analogous, chroma, color tetrad, color triad, cool and warm colors, complementary colors, high key color, hue, intensity, intermediate color, local (objective) color, low key color, monochromatic, neutralized color, neutrals, primary color, secondary color, simultaneous contrast, slit-complementary, subjective color, optical color, and arbitrary color) and the new information about Cubism and Abstract Expressionism in class discussion as well as utilizing their vocabulary by answering open-ended questions on an end of unit summative assessment.

**Assessment of Student Learning:**

| <b>Assessment Activity</b>         | <b>Scoring Guide /Evaluative Criteria</b>                                     | <b>Assesses which objective?</b>   | <b>Feedback type to students.</b> |
|------------------------------------|---|--|-----------------------------------|
| Color, Cubism Abstract Art Quiz    | Summative Assessment-Worth  | 3. The students will complete an end of unit summative quiz on color theory, Cubism and Abstract Art.  | Written and Verbal                |
| Painting Rubric                    | Worth   | 5. The students will create their own Cubism design by first creating an Abstract background and then by disassembling a magazine advertisement image and reassembling it in a haphazard manner as a basis for their painting.<br>6. The students will then create a four color scheme painting out of their created abstract/Cubism collage as a means to put color theory into practice. | Written and Verbal                |
| Verbal Questioning/review for Quiz | Formative assessments, no formal grading criteria, checking for comprehension | 1. The students will review color theory and color schemes and learn about Cubism and Abstract Art and then complete an end of unit summative quiz on color theory, Cubism and Abstract Art.   | Verbal                            |

**Resources, Materials and Technology:**

- 12” x 18” white posterboard.
- 16’ x 22” black posterboard
- Acrylic paints in red, yellow, blue, black and white.
- Paint brushes, rulers, pencils, cups for water, paper towels, paint trays, scissors.
- Color Quiz
- Class computer for visual examples of Cubism artwork.
- Teacher created Cubism handout with assignment instructions.

**Lesson Introduction/Motivational Statement:**

Students will be introduced to Cubism and Abstract Art with a few visual examples of works best representing what the students will be doing. Students will be advised of the importance of practicing painting and different design techniques to hone the skill of good composition organization. Students will also be advised of the advantages of learning about different art movements and the influences that help create them as a way to see how artists are inspired and utilize different out visual resources.

| <b>Instructional Strategies and Planned Supports:</b>  | <b>Learning Tasks:</b>   |
|--|--|
| <ul style="list-style-type: none"> <li>• Will ask questions from Cubism handout advising students that this information will be on the quiz on Monday along with color schemes and a color theory.</li> <li>• Will have students gather supplies for the day: pencils, colored pencils, erasers, rulers, 12"x18" posterboard.</li> <li>• Will have students complete coloring their backgrounds if they are not done.</li> <li>• Will have students begin enlarging their Cubism/Abstract piece from their 9"x12" design to their 12"x18" posterboard.</li> <li>• Will advise students to just draw the shapes of their cut out images for now and they can add the details from their advertisements after they have transferred all the shapes from the background and cut outs to their board.</li> <li>• Will circulate the room and assist/give feedback or advise where needed.</li> <li>• Any student needing more time transfer their design onto posterboard will be allotted more time to complete the next day.</li> <li>• Any student finishing their enlargement early will begin to draw the details of their magazine advertisement images within their four cut up segments.</li> <li>• Will advise at 5 minutes until the end of class to commence with clean-up activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will verbally answer questions from their Cubism/Abstract Art handout.</li> <li>• Students will gather their supplies for the day.</li> <li>• Students will complete coloring in their background if they are not done</li> <li>• Students will begin enlarging their design onto the 12"x18" posterboard by drawing all the shapes including the shapes of their cut out advertisements.</li> <li>• Students will begin class clean-up when advised.</li> </ul> |

**Closure Activity:**

Will check each student's progress and make sure they understand what they are doing and what their next step will be. Teacher will use student's responses to verbal questioning from handout to check for student comprehension and teaching opportunities.

**Reflection:**

**Name: Sarah Lloyd**

**Week of:**

**Date of Lesson: days 4-6 of 5/6 day lesson**

**Subject: Art 1(Grades 8-10)**

**Content: Color and Cubism**

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**Lesson Focus or Major Goal:**

In this lesson students will practice their newly learned skills of painting, review color theory by using color schemes and utilizing the principles and elements of design in composing a painting in the style of Cubism by utilizing the style of Abstraction as well. The students will achieve this via the fracturing and reassembling of a preexisting image onto an abstract background of geometric shapes and lines. Students will learn about Cubism and Abstraction and portray that in their reassembled color schemed painting. Students will be tested on their knowledge of Color theory as a review of the color unit, as well as being tested on color schemes and Cubism and Abstract Art.

**Unit Content Standards(s):**

2PE: Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

1PR: Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination

2PR: Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

**Previous Assessment Informing Instruction:**

The students have completed color scales and a previous color scheme acrylic painting. Students have received an informative lecture on the basic principles and elements of design.

**Learning Objective(s):**

10. The students will create a Cubism design by first creating an Abstract background and then by disassembling a magazine advertisement image and reassembling it in a haphazard manner as a basis for their painting.
11. The students will then create a four color scheme painting out of their created abstract/Cubism collage as a means to put color theory into practice.
12. The students will review color theory and color schemes and learn about Cubism and Abstract Art and then complete an end of unit summative quiz on color theory, Cubism and Abstract Art.

**Academic Language Objective(s):**

The students will have the opportunity to incorporate their vocabulary words (analogous, chroma, color tetrad, color triad, cool and warm colors, complementary colors, high key color, hue, intensity, intermediate color, local (objective) color, low key color, monochromatic, neutralized color, neutrals, primary color, secondary color, simultaneous contrast, slit-complementary, subjective color, optical color, and arbitrary color) and the new information about Cubism and Abstract Expressionism in class discussion as well as utilizing their vocabulary by answering open-ended questions on an end of unit summative assessment.

**Assessment of Student Learning:**

| <b>Assessment Activity</b>         | <b>Scoring Guide /Evaluative Criteria</b>                                     | <b>Assesses which objective?</b>   | <b>Feedback type to students.</b> |
|------------------------------------|---|--|-----------------------------------|
| Color, Cubism Abstract Art Quiz    | Summative Assessment-Worth  | 4. The students will complete an end of unit summative quiz on color theory, Cubism and Abstract Art.  | Written and Verbal                |
| Painting Rubric                    | Worth   | 7. The students will create their own Cubism design by first creating an Abstract background and then by disassembling a magazine advertisement image and reassembling it in a haphazard manner as a basis for their painting.<br>8. The students will then create a four color scheme painting out of their created abstract/Cubism collage as a means to put color theory into practice. | Written and Verbal                |
| Verbal Questioning/review for Quiz | Formative assessments, no formal grading criteria, checking for comprehension | 2. The students will review color theory and color schemes and learn about Cubism and Abstract Art and then complete an end of unit summative quiz on color theory, Cubism and Abstract Art.   | Verbal                            |

**Resources, Materials and Technology:**

- 12” x 18” white posterboard.
- 16’ x 22” black posterboard
- Acrylic paints in red, yellow, blue, black and white.
- Paint brushes, rulers, pencils, cups for water, paper towels, paint trays, scissors.
- Color Quiz
- Class computer for visual examples of Cubism artwork.
- Teacher created Cubism handout with assignment instructions.

**Lesson Introduction/Motivational Statement:**

Students will be introduced to Cubism and Abstract Art with a few visual examples of works best representing what the students will be doing. Students will be advised of the importance of practicing painting and different design techniques to hone the skill of good composition organization. Students will also be advised of the advantages of learning about different art movements and the influences that help create them as a way to see how artists are inspired and utilize different out visual resources.

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| <p><b>Instructional Strategies and Planned Supports: .</b></p> <ul style="list-style-type: none"> <li>• Will have students gather supplies for the day: pencils, erasers, rulers, 12"x18" posterboard.</li> <li>• Will have students complete their design on their 12"x18" posterboard.</li> <li>• Will have students draw in details of their magazine image sections.</li> <li>• Will advise students to choose their 3 colors for their Triad color scheme.</li> <li>• Will advise students to gather paint in paint trays, brushes, paper towels and a cup of water and to begin painting one of their four image sections in the triad color scheme.</li> <li>• Will circulate the room and assist/give feedback or advice where needed.</li> <li>• Any student needing more time to draw their design onto posterboard will be asked to take home and complete as homework.</li> <li>• Any student finishing their triad color scheme segment early will be advised to begin their realistic color scheme segment.</li> <li>• Will advise at 10 minutes until the end of class to commence with clean-up activities.</li> </ul> | <p><b>Learning Tasks: .</b></p> <ul style="list-style-type: none"> <li>• Students will gather their supplies for the day.</li> <li>• Students will complete drawing in their details of their advertisement</li> <li>• Students will choose their triad colors for their first segment</li> <li>• Students will gather their painting supplies and begin painting their triad section on their posterboard design.</li> <li>• Students will begin class clean-up when advised.</li> </ul> <p><b>NOTE:</b>Days 5-6 will be finishing up painting the remaining color scheme sections and then painting the background in the corresponding areas of black/white and gray just as they colored them in with pencil in their sketchbook.</p> |
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**Closure Activity:**

Will check each student's progress and make sure they understand what they are doing and what their next step will be. Teacher will use student's responses to verbal questioning to check for student comprehension and teaching opportunities prior to quiz. The quiz on color theory and cubism will be the final closing activity to this lesson.

**Reflection:**