

**Class Time \* Date(s):**

1st Block \* November 16-20

**SC C&C Ready Visual Arts Proficiency Standards**

<b>Creating</b> VA.CR.NH.2.1	<b>Presenting</b> VA.P.NH.3.1
<b>Responding</b> VA.R.NH.5.2	<b>Connecting</b> VA.C.NH.6

**Learning Targets:**

- \*I can demonstrate various techniques in a specific medium.
- \*I can describe the subject of my work using art vocabulary.
- \*I can describe the organization of an artwork using art vocabulary.
- \*I can identify and use different artistic styles, from various cultures and time periods.

**Essential Questions:**

- \*What are 4 of the major movements in art history?
- \*What artists are known for their contribution to those specific eras in art history?
- \*How can I be inspired by those artists to create my own work?
- \*Can I create a cohesive painting combining the artistic styles of multiple art history eras?



**Engage:**

- \*Introduce [Impressionism](#), [Post Impressionism](#), [Cubism](#), and [Surrealism](#).
- \*Work in groups to research and discuss favorite artists and paintings from those movements.
- \*Make a Google Slides presentation and present to the class to share findings.

**Explore:**

- \*How can we be inspired by these famous artists to create our own artwork?
- \*What materials can we use to achieve the techniques these artists displayed?
- \*Which techniques can we practice to achieve a similar style to these artists?
- \*Canvas, acrylic paint, brushes, easels, photos of reference paintings.

**Explain:**

*Vocabulary*

- Impressionism:** 19th-century art movement developed by French artists who sought to record daily life through the effects of light and color.
- Post-Impressionism:** predominantly French art movement that developed roughly between 1886 and 1905. The movement emerged as a reaction against Impressionism and its concern for the naturalistic depiction of light and color.
- Cubism:** revolutionary new approach to representing reality invented in around 1907–08 by artists Pablo Picasso and Georges Braque.
- Surrealism:** producing fantastic or incongruous imagery or effects in art by means of unnatural or irrational juxtapositions and combinations.
- \*Students will review elements of art and principles of design as they research their artists.

**Elaborate:**

- \*Students will learn about these 4 specific art movements through teacher-led instruction and videos.
- \*Students will be broken into 4 groups to research and discuss their favorite artists and paintings from their assigned movement.
- \*Students will prepare a Google Slides presentation and share with the class.
- \*Students will then work independently to choose 1 painting from each movement as inspiration and practice techniques.
- \*Students will choose a reference photo from a given list. The photo will be one large object that will be broken into 4 quadrants, each quadrant being painted in the style of one of the movements.
- \*The goal will be to paint in a different style in each of the “4 corners” of the painting, while maintaining unity and harmony in the painting as a whole. See butterfly and bridge examples.



**Evaluate:**

- \*Student will be evaluated on group work in Google Slides presentation.
- \*Student will check in after inspirational reference paintings are chosen.
- \*Student will complete an Artist Statement explaining their Why?, How?, and What?
- \*Round table presentation and critique upon completion of Artist Statements.

**Differentiation:**

Standards may be reassessed depending on the student's previous art experience and comfort with assignment.