**Art Appreciation – Surrealism**

Students will create an artwork inspired by Rene Magritte’s “Personal Values”. Students will draw a location with exaggerated features that would be used to describe societal values in the current world. Each element, including the background and setting, should reflect the values of the world we live in.

Students will then provide a written explanation of what surrealism is (paraphrasing as if *they* were describing it to somebody), and what they were attempting to express with the addition of each element, as well as it’s size and position in the piece.

**Summary**

“Personal Values” inspired piece

Written explanation

**Art Appreciation – Landscape**

Students will participate in a chalk drawing on black paper of a mountain scene with me as their guide. Students will then use a variety of reference photos to create their own original piece. Students can use chalk, pastel, or paint as their medium.

Students will provide a written explanation of what artist they modeled their work most closely after. This should discuss features, techniques, and elements in their project

**Summary**

Landscape creation

Written explanation

**Art Appreciation – Wildlife**

Students will create a painting or drawing that depicts two or more mammals, birds, or fish that can be found in North America interacting with one another in a realistic situation. These can be done in color or black and white.

Students will attach a description of the “critters” including behavioral traits, habitat, and where they can be found in North America.

**Summary**

Wildlife interacting

Written explanation

**Art Appreciation – Abstract and Nonrepresentational**

Students will create a Picasso inspired portrait. Students will have somebody take various specific photos of them: face on, profile to the right, profile to the left, close up of the right eye in profile and face on, close up of the left eye in profile and face on, and close up of the mouth in right and left profile and face on. Students will use these photos as references to pain a Picasso inspired self-portrait with a patterned background.

Students will write a description of how elements from their reference photos were used and why they were used where they were. This description should include an explanation of the colors used.

**Summary**

Picasso inspired self-portrait in color

Written explanation

**Art Appreciation – People**

Students will create a Norman Rockwell inspired style piece depicting the modern-day average American.

Students will start by strengthening their skills of drawing features of the human face: nose, mouth, nose and mouth, eyes, ears, and hair.

After students have diligently practices features of the human face and form they will design a scene of the modern average American.

When students have their design, they will create their piece and finish with colored pencil.

Students will provide a written description of their piece answering the general question “Why is this the average American?’

**Summary**

Average American scene in colored pencil

Practice features and form

Written description

**Art Appreciation – Renaissance and Baroque**

Students will create a modern day Renaissance or Baroque style piece. Students will dull colors and use a low intensity light source. This project should look as if it were done in the Renaissance or Baroque period, but with modern locations and clothing. Imagine if we all transported back to the 15th century and everything but electricity/electronics came with us.

**Summary**

15th Century style piece in modern setting

**Art Appreciation – Sculpture**

Students will create a sculpture that is full body or simply a bust. In either event, the sculpture is limited to a maximum of 15 inches in height. This sculpture can be a generic human form or of a real person. Students will be required to provide several sketches of their sculpture from multiple angles with measurements for them to follow, ensuring proportions will be accurate. This will be done with grid paper.

Students will provide a written description of why the poses and facial expressions were chosen and what energy or feeling the artist wishes to portray.

**Summary**

Sketches of future sculpture

Max 15-inch sculpture of a human

Written description

**Art Appreciation – Coloring Book**

Students will create a coloring book of famous artwork with a written document on the picture and artists. This project is inspired by “Masterpieces” by Mary Martin and Steven Zorn. Students will be provided with a colored photo of Van Gogh’s “Sunflowers”, and pages 38 and 39 as an example of what students are expected to complete.

Students will work in a partnership to complete pages for 2 artists from each topic discussed in class. This will make the coloring book a total of 28 pages 🡪2 artists biographies, 2 pages to color, 7 topics.

This coloring book will be finished with a cover page designed by the students, and a blank back cover page.

\*\*Note: Rely heavily on the example that is provided

**Summary**

Coloring book of famous artwork with biographies

Each topic represented