**IMPRESSIONISM**

LG1: Students willbe able to demonstrate how the impressionist movement varied from previous art movements and how adversity can form new directions

LG2: Students willdemonstrate knowledge of the Impressionist style by using complementary colors and employing a variety of types of brushstrokes in creating a unique impressionistic work.

**OBJECTIVES:**

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|  | **Objective** | **DoNow** |
| 1 | SWBAT identify differences in an impressionist piece of artwork as compared to the classical work of the time | Compare/contrast worksheet, review example on screen, discussion |
| 2 | SW get their reference material for their painting | What image will lend itself to impressionist techniques but will be unique to reflect your personality? |
| 3 | SW complete a brushwork/color exercise | Describe the different effects achieved in each of these squares, list one characteristic for each |
| 4 | SW complete their painting using impressionistic techniques | Pair/share - Review your brushstroke and color approach |

**CURRICULUM UNIT/PROFICIENCIES:**

Enduring Understandings:

* EU1: Art is constantly evolving. New directions are, in part, departures from previous directions that have finished running their course. New directions are not always immediately embraced, and sometimes their importance are not recognized in the artist’s lifetime
* EU2: Techniques in art are constantly evolving. New directions are made, in part, but technical advances
* EU3: Sometimes adversity can influence new directions

Essential Questions:

* EQ1: What are the advantages and disadvantages of departing from “the establishment” and following your own unique direction?

Key Vocabulary: Impressionism, Complimentary colors, Brushstroke, texture,

**PLANNED STRATEGIES/ACTIVITIES:**

DoNows, [www.art101isaverb.com](http://www.art101isaverb.com) web & mobile device step by step instruction, worksheet, demonstrations, Pair & share exercises, mini exercise, scales, samples

**ASSESSMENT OF OBJECTIVES:**

Diagnostic: Worksheet

Formative: Daily participation, mini exercise

Summative: Final Project, rubric

**STANDARD REFERENCE**

* Intro & Design - 1.1.12.D.1, 1.2.12.A.1
* Execution - 1.3.12.D-1-5
* Critique & Reflection – 1.4

**DQ FOCUS**

* DQ2: Helping Students Interact with New Knowledge (#6,7,10,11,12,13)
* DQ5: Engaging Students

**MATERIALS**

* Internet, tempera or acrylic paint, paper, worksheet, brushes, water containers, images (printer)