Teacher Name: Lindsey Almeida Subject: Calligraphy

Class: Gothic Hand Weeks of:

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| **D**  **A**  **Y**  **(S)** | **Essential Question:**   * What is the Gothic hand in Calligraphy? * What are the specific pen techniques for the Gothic hand? |
| **Objective: SWBAT**:   * Distinguish the different details, techniques, and characteristics for the Gothic hand, and how they differ from the Roman Hand and Uncial Hand. * Know the multicultural history behind the Gothic hand. * Know the different writing mediums used in the Gothic historical art period * Develop the hand eye coordination and writing skills. * Create a successful name design, using first, middle, and last names, and adding embellishment to the name and around the name itself. |
| **Standards:**   * 1.1.12.D.1- Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. * 1.1.12.D.2- Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. * 1.2.12.A.1- Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. * 1.2.12.A.2- Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. * 1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. * 1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. * 1.3.12.D.4- Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. * 1.4.12.A.1- Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. * 1.4.12.A.3- Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. |
| **1, 2, 3,4,5** | **Learning Activity/Performance Task (include key vocabulary, formative, summative assessment):**  **Based on a Block Schedule:**  **Day 1:** Introduction to the Gothic hand. Explanation on Gothic stroke technique and how to hold the calligraphy pen. Stroke technique student practice guide to be completed.  **Day 2-3:** Continue to practice stroke techniques guides, begin to form letters.  **Day 4:** Complete letter guide sheets.  **Day 5-7:** Practice letters, work on writing words, practice writing word guides  **Day 8-10:** Students will write their fist, middle, and last name in the Gothic hand. They will add embellishments to their name and around the name.  **Key Vocabulary**-Gothic, Medieval, Pen, Nib, Ink, Embellishments, Blotter |
|  | **Homework/Evaluation:**   * Homework: Nightly practice in lined notebook. * Participation and behavior is based on a point system * Final project: graded based on a rubric |

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| Pacing Guide: A-Week | |
| Monday | Introduction to Calligraphy and the Gothic Hand. Class demonstration on how to hold a pen and pen techniques. Students will begin to practice Gothic Hand techniques, and holding the pen correctly. |
| Wednesday | Students will continue to practice techniques. |
| Friday | Students will continue to practice techniques using and continue to create shapes, and beginning to create letters. |

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| Pacing Guide: B-Week | |
| Tuesday | Students will continue to practice making letters. Writing the lower case alphabet. |
| Thursday | Students will be using a word worksheet, and practice writing each word out concentrating on the letters and spacing. The worksheet will incorporate the upper case and lower case letters. |

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| Pacing Guide: A-Week | |
| Monday | Students will be working from a word worksheet, and practice the upper case and lower case letters |
| Wednesday | Students will be working from a worksheet. They will be practicing their letterforms and spacing by re-writing multiple famous saying. |
| Friday | Students will begin their final project. They will begin to write their first, middle, and last name. |

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| Pacing Guide: A-Week | |
| Tuesday | Students will continue to work on their final project. They will be tracing their letters using a light box, on plain white calligraphy paper. |
| Thursday | Students will finish work on their final project. Students will add embellishments to their name and surrounding area |