Teacher Name: Lindsey Almeida Subject: Calligraphy

Class: Uncial Hand Weeks of:

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| **D**  **A**  **Y**  **(S)** | **Essential Question:**   * What is the Uncial hand in Calligraphy? * What are the specific pen techniques for the Uncial hand? |
| **Objective: SWBAT**:   * Distinguish the different details, techniques, and characteristics for the Uncial hand, and how they differ from the Roman Hand. * Know the multicultural history behind the Uncial hand. * Know the different writing mediums used in the Uncial historical art period * Develop the hand eye coordination and writing skills. * Create a successful Greeting Card, using the details, techniques and characteristics of the Uncial, with a twist of their own artistic influence. |
| **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 Uncial hand. Explanation on Uncial 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.  **Day 4:** Begin to form letters. Complete letter guide sheets.  **Day 5-7:** Practice letters  **Day 8-10:** Students will choose a friendship quote and write it using the Uncial hand. They will design their own friendship greeting card, where they will choose a friend or family member, address the envelope, and mail the card.  **Key Vocabulary**-Uncial, 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 Uncial Hand. Class demonstration on how to hold a pen and pen techniques. Students will begin to practice Uncial Hand techniques, and holding the pen correctly. |
| Wednesday | Students will continue to practice techniques, and begin to create shapes. |
| Friday | Students will continue to practice techniques and continue to create shapes, with the explanation of beginning to create letters. |

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| Pacing Guide: B-Week | |
| Tuesday | Students will begin to put their shapes together to create letters. Students will practice all letters, upper case, 4x for each letter. |
| 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 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 choose a friendship quote and write it on lined paper. They will then cut up the lines, and tape them in an order that they like. |

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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 design the front of the card, and address the envelop to mail out to a friend or family member. |