

# UNIT 2

Content Area: **Fine Arts**  
Course(s): **Art 6**  
Time Period: **Marking Period 1**  
Length: **8 weeks**  
Status: **Published**

## Course Pacing Guide

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Model		
Unit	Marking Period 1 & 2	Weeks
Performing		8 meeting every other day

## Unit Overview

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### Enduring Understandings

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- The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
- Themes in art are often communicated through symbolism, allegory or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associates with working in these mediums, are components of art-making.
- The classification of art into various art genres depends on the formal aspect of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.

### Essential Questions

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- How can perspective create an implied space and the illusion of depth?
- Why is balance important in an artistic composition?
- Why does a monochromatic color scheme create harmony?
- How does literature relate to art?
- What is the difference between objective and non-objective art?

## **New Jersey Student Learning Standards (No CCS)**

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VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
VPA.1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
VPA.1.3.8.D.CS1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
VPA.1.3.8.D.CS2	Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
VPA.1.3.8.D.CS3	The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.
VPA.1.3.8.D.CS4	Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.

## **Student Objectives**

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- Use one point perspective to create an original artwork
- Create original artwork that employs various principles of balance, emphasis and proportion.
- Create a non-objective monochromatic painting using similar geometric or organic shapes.
- Use literary sources to create an allegorical work.
- Identify appropriate vocabulary to describe known works of art from several genres including realism, abstract/non-objective art

## **Performance Tasks**

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Students will be given assignment criteria and expectations before each assignment. A rubric will be given for assessment. Please see attached.

Criteria	20 Points	15 Points	10 Points	5 Points	0 Points
Creativity	Work exceptionally unique, detailed and interesting. Explores several different options and takes many creative risks	Work generally unique, detailed and interesting. Explores some different options and takes some creative risks.	Work somewhat unique, detailed or interesting. Shows some developing ideas but without a true sense of originality.	Work occasionally unique, detailed or interesting. Shows minimal risks taken. Similar to examples shown.	Work not unique, detailed or interesting. Shows no original ideas or risks taken.
Use of Elements and Principles	Exceptional understanding and application of the elements of art and principles of design.	Good understanding and application of the elements of art and principles of design.	Basic understanding and application of the elements of art and principles of design.	Minimal understanding and application of the elements of art and principles of design.	No understanding and application of the elements of art and principles of design.
Craftsmanship	Work done with exceptional care and attention to detail and neatness	Work done with good care and attention to detail and neatness	Work done with basic care and attention to detail and neatness	Work done with minimal care and attention to detail and neatness	Work done with no care and attention to detail and neatness
Understanding, Achievement and Completion	Exceptional understanding of project requirements. Assignment followed, and work is all complete and consistent.	Good understanding of project requirements. Assignment followed, and work is mostly complete and consistent.	Basic understanding of project requirements. Assignment followed, and work is somewhat complete and consistent.	Minimal understanding of project requirements. Assignment generally followed, but work is incomplete or consistent.	Lack of understanding of project requirements. Assignment not followed, and work is incomplete and inconsistent.
Effort and Participation	Work shows exceptional effort, planning and pride. Participated in all class discussions.	Work shows good effort, planning and pride. Participated in most class discussions.	Work shows basic effort, planning and pride. Participated in some class discussions.	Work shows minimal effort, planning and pride. Participated in few class discussions.	Work shows a lack of effort, planning and pride. No participation in class discussions.

## Learning Plan

Using only geometric shapes, create a monochromatic painting using overlapping to create perspective and

depth.