

UNIT 1

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

Course Pacing Guide

Model

| Unit | Marking Period 1 & 2 | Weeks |
|------------------|----------------------|---------------------------|
| Creative Process | | 8 Meeting every other day |

Unit Overview

Enduring Understandings

- Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
- The study of masterworks of art from diverse cultures and different historical eras assist in understanding specific cultures.

Essential Questions

- How can line be used to create expression and communicate an idea?
- What is the difference between an organic and geometric shape? When is it appropriate to use either?
- Can you identify the use of expressive line and texture in the works of Paul Klee and Jean-Michel Basquiat?
- How is color used to convey a mood or emotional effect?
- How does repetition create movement?

New Jersey Student Learning Standards (No CCS)

VPA.1.1.8.D.1

Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

VPA.1.1.8.D.2

Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

Student Objectives

- Differentiate the expressive potential of line.
- Classify geometric and organic shapes in 2D work
- Identify warm and cool colors
- Use of repetition, emphasis and pattern to create movement.
- Identify various types of real and implied textural surfaces
- Identify the elements and principles of art.

Performance Tasks

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 | Work done with basic care and attention to detail and | Work done with minimal care and attention to | Work done with no care and attention to detail and neatness |

| | | neatness | neatness | 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

Create a folder using Line, Shapes and Texture. Use of geometric and organic lines. Also using warm and cool colors.

Create a mandala using symmetrical and asymmetrical design. Use of patterns that repeat, rhythm.