

2021 Unit 1- Elements of Art

Content Area: **Fine and Performing Arts**
Course(s): **Exploratory Art**
Time Period:
Length: **8-10 Days**
Status: **Published**

Unit Overview:

The Elements of Art are the visual components used in the formal analysis of art. The Elements consist of 7 items: Line, Shape, Color, Form, Value, Space, and Texture. Students will be introduced to each Element and learn how each affects the creation of art. Students will also learn how to use these terms to evaluate and critique works of art. As students progress through the Art 7 program, each project will incorporate several Elements and focus on how students will use the Elements to create their artwork.

Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.
- People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
- People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Questions:

- What conditions, attitudes and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?
- What conditions, attitudes and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts, histories and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?

- What is the value of engaging in the process of art criticism?
- How can the viewer "read" a work of art as text?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?

Standards/Indicators/Student Learning Objectives (SLOs):

VA.6-8.1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
VA.6-8.1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
VA.6-8.1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
VA.6-8.1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Lesson Titles:

Lesson 1: Introduction to the Elements of Art

Lesson 2: Art as a Universal Language

Lesson 3: Creating a graphic organizer

Lesson 4: Line Design drawing

Lesson 5: Creating an Elements Booklet

Lesson 6: Using the Elements to Evaluate Artwork

Career Readiness, Life Literacies, and Key Skills:

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

WRK.9.2.8.CAP.1

Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

WRK.9.2.8.CAP.2

Develop a plan that includes information about career areas of interest.

WRK.9.2.8.CAP.3

Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

WRK.9.2.8.CAP.5

Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

WRK.9.2.8.CAP.6

Compare the costs of post-secondary education with the potential increase in income from a career of choice.

WRK.9.2.8.CAP.8

Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

WRK.9.2.8.CAP.9

Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.

WRK.9.2.8.CAP.15

Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.

WRK.9.2.8.CAP.16

Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.

An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Inter-Disciplinary Connections:

LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
MA.8.G.A.1a	Lines are transformed to lines, and line segments to line segments of the same length.
MA.7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Equity Considerations

LGBTQ and Disabilities Mandate

Topic: Self-expression and identity

Explore diverse perspectives on self-portraiture, encouraging students to represent themselves authentically.

Additional resources: "The Art of Being Yourself" by Glen Rothermich, "Rainbow Art Project" by The Trevor Project.

Topic: Representation and visibility

Discuss the importance of seeing oneself reflected in art, featuring works by LGBTQ+ and disabled artists.

Additional resources: National Portrait Gallery's "Out of the Ordinary" collection, "The Art of Disability Culture" by Susan Nussbaum.

Topic: Family and community

Examine how art depicts diverse family structures and communities, including LGBTQ+ and disabled families.

Additional resources: "And Tango Makes Three" by Justin Richardson and Peter Parnell, "Families Are Forever" by Lesléa Newman.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of person with disabilities and lesbian, gay, bisexual, and transgender persons, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

[Garden State Equality](#)

[The Arc of New Jersey](#)

[New Jersey State Council for the Arts](#)

[The Kennedy Center's VSA](#)

Asian American Pacific Islander Mandate

Asian American and Pacific Islander Artists

Celebrate the exceptional historical and contemporary creative cultural contributions made by Asian American and Pacific Islander artists with videos, stories, virtual events, and more. Asian American and Pacific Islander artists, including Tiffany Chung, Noriko Furunishi, Pao Her, Sieng Lee, Wing Young Huie, Chamindika Wanduragala, and Marcus Young

Materials Used:

<https://sites.google.com/view/antiracistartteachers/anti-racist-art-resources/articles-resources/art-education-resources>

Addresses the Following Component of the Mandate:

Artists have many layered identities and art educators need to present them as such.

- Explore Different Regions: Introduce students to the vast array of artistic traditions within the AAPI diaspora. Analyze Chinese paper cutting, Japanese woodblock prints, Polynesian tapa cloth patterns, or Indian rangoli designs.
- Meet Contemporary Artists: Highlight modern AAPI artists like Maya Lin, David Choe, or Hung Liu. Discuss how they incorporate their heritage and personal experiences into their work.
- Hands-on Activities: Have students try their hand at traditional AAPI art forms. They could create origami figures, design batik patterns, or learn basic calligraphy techniques.

Holocaust Mandate

Topic: Art Created by Victims and Survivors

Whether satirical, fantastical, or realistic, art created by victims and survivors of genocide depicts the complex human responses to persecution, and to the destruction of one's life and culture. During and after the Holocaust, individuals in ghettos, concentration camps, postwar DP camps, etc. lacked access to basic supplies. The resulting artworks thus varied widely in size, medium, and preservability. Although a lot of art has survived, much of it has not. Therefore, art is just one (i.e., is not the only) way to grapple with horrific events as they unfolded. Nevertheless, a wealth of resources are available to teach about the Holocaust using art made by victims and survivors.

Materials Used:

Collections include artwork created by victims and survivors of the Holocaust. Below are links to selected materials, which include image scans, biographical information of artists, and other relevant information.

- [Art of the Holocaust](#) is a site devoted to art of the Holocaust from the University of South Florida. It includes Nazi art, art by survivors, and teaching guides.
- [Learning About the Holocaust Through Art](#) is an important contribution to Holocaust education. This website provides high-quality reproductions of art works produced during the Holocaust. It also includes biographies of the artists and histories of the ghettos and camps in which the artists were interned. Study resources and lesson plans support its use in the classroom, and an interactive section enables users to choose and annotate works for their own online collection. The website is available in English, Hebrew, Russian and Spanish. The website has been jointly produced by World ORT (an international educational charity) and Beit Lohamei Haghetot ([Ghetto Fighters' House Museum](#) - a major Holocaust museum in the Western Galilee).
- [Exhibitions: Yad Vashem](#) is a collection of online exhibitions produced by Yad Vashem, the State of Israel's memorial to the Holocaust.
- [Imperial War Museum](#) (UK) - Artist Responses to the Holocaust
- From Google Arts and Culture - [Art and the Holocaust](#)

Addresses the Following Component of the Mandate:

The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Amistad Mandate

Topic: Visual Storytelling of the Amistad

- **Map the Voyage:** Students can create maps charting the Amistad's perilous journey from Sierra Leone to Cuba, highlighting key locations and events. They can incorporate different artistic styles and symbols to represent the diverse experiences of the enslaved people onboard.
- **Storytelling Through Images:** Divide students into groups and assign them different segments of the Amistad's story. Each group can create a series of panels or illustrations depicting their assigned scene, such as the capture in Africa, the uprising at sea, or the trial in the United States.
- **Faces of the Amistad:** Research the individuals involved in the Amistad story, from enslaved leaders like Cinque to abolitionist supporters like John Quincy Adams. Students can create portraits of these figures, using various techniques like drawing, painting, or collage, to capture their emotions and contributions.

- Freedom Quilts: Inspired by the tradition of African American "freedom quilts" using coded symbols to guide slaves to freedom, students can design their own quilts representing the Amistad's journey and its significance.
- Modern-Day Connections: Discuss the ongoing fight for racial justice and equality. Students can create posters, murals, or multimedia projects that connect the Amistad's legacy to contemporary social movements and inspire action.

Resources:

- The Amistad Center for Art & Culture in Hartford, Connecticut, offers educational resources and programs related to the Amistad's story: <https://www.amistadcenter.org/>
- The Library of Congress website has a dedicated section on the Amistad, including historical documents, images, and educational materials: <https://www.archives.gov/boston/featured-documents/amistad-warrant.html>
- PBS's documentary "The Amistad" provides a detailed and dramatic account of the ship's journey and its impact: <https://www.pbs.org/show/ghosts-amistad-footsteps-rebels/>

Climate Change Mandate

Topic: Explaining Climate Change through the Elements -

- Analyze lines in environmental art installations or landscape paintings to convey movement, tension, or fragility of nature. Explore how windblown trees, melting glaciers, or rising sea levels can be depicted through linework.
- Discuss how organic and geometric shapes can represent natural elements, pollution, or climate change impacts. Analyze artworks using shapes to evoke emotions like awe, concern, or urgency.
- Explore how color palettes can depict different ecosystems, weather patterns, or the effects of climate change. Analyze how warm or cool tones, contrasting colors, or muted palettes evoke specific moods or messages.
- Discuss how three-dimensional art installations or sculptures can represent environmental issues like rising sea levels, deforestation, or endangered species. Analyze how form and texture create a sense of realism, impact, or emotional connection.

Addresses the Following Component of the Mandate: The political, economic, and social impact of climate change, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

"Gaia" by Luke Jerram: This large-scale inflatable Earth installation showcases the delicate balance of the planet's ecosystems, reminding viewers of the interconnectedness of life and the potential consequences of environmental disruption.

"Rising Tide" by Stephen Cimini: This installation of recycled plastic bottles filled with colored water, rising and falling with the tide, symbolizes the increasing threat of sea level rise and the urgency of action to combat climate change.

["Fractured Ground" by Maya Lin](#): This large-scale sculpture uses cracked lines of marble to represent the fragmentation and vulnerability of the earth's surface due to climate change and geological events.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Students will verbally define each Element
- Students will discuss Van Gogh's "Starry Night" (in terms of Elements used)
- Students will identify the visual qualities of each Element
- Informational text reading: Art as a Universal Language
- Students will differentiate between the Elements visually (Quizlet, Socrative)
- Students will create an Elements of Art booklet.
- Students will sketch examples of Elements.
- Students will apply their knowledge of the Elements in a drawing.
- Students will evaluate and critique their work via a self-rubric

Modifications

IEP & 504 Modifications:

- Create alternate rubrics for assessments
- Offer alternate/modify assignments and assessments where possible
- Read aloud assessments
- Repeat, reword, clarify
- Use graphic organizers
- Use of online resources with instruction
- Use visuals

ELL Modifications:

- Create alternate rubrics for assessments
- Focus on domain specific vocabulary and keywords
- Use real objects when possible
- Offer alternate/modify assignments and assessments
- Read aloud assessments
- Repeat, reword, clarify
- Digital translators
- Use of online resources provided in both English and native language

G&T Modifications:

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning
- Provide additional rigorous challenge problems for advanced students
- Modeling
- Refrain from having them complete more work in the same manner
- Determine where students' interests lie and capitalize on their inquisitiveness
- Encourage students to make transformations- use a common task or item in a different way
- Higher level discussion questions
- Listening Journal responses related to higher levels of Bloom's Taxonomy
- Student led/directed discussions

At Risk Modifications

- review, restate, reword directions
- guided notes
- outlines & graphic organizers

- study guides
- Academic Enrichment
- Modeling
- Non-verbal redirection of behaviors
- Retesting
- Review, restate, reword directions
- Slower pacing of materials
- Study guides
- Visuals

Formative Assessment:

- Anticipatory Set
- Closure
- Quizlet
- Review activities: Gimkit, Quizlet, Socrative
- Sketch Squares
- Warm-Up

Summative Assessment:

- Elements Booklet Project
- Final Elements Assessment
- Icon Design
- Line Design Project

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

-Drawing Paper

-Pencils/Erasers

-Rulers

-Glue

-Markers, Colored Pencils

-Chromebooks/Internet

Technology:

-Chromebooks

-Promethean Board

-Google Classroom

-Google Draw, Slides, Docs

-Quizlet

-Kahoot

-Gimkit

-Socrative

-Drawing Apps

TECH.8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.2.8.B.CS3	The role of society in the development and use of technology.