Unit II: Space

Content Area: **Art**
Course(s): **Art Experience, Art**
Time Period: **November**
Length: **8 weeks**
Status: **Published**

Enduring Understandings

Artists fill their space in a variety of ways, referring to the areas around, between, or within components of art.

Artists understand that space can be positive or negative, open or closed, shallow or deep, and two-dimensional or three-dimensional.

Artists create depth and perspective to show space in the natural world around them.

Artists use balance to create a sense of stability, where no one part overpowers another.

Artists gain an understanding of the terms foreground, middle ground, and background.

Artists use specific tools and materials to produce artworks for specific purposes.

Artists produce artwork to communicate a variety of needs and ideas.

Artists reflect ideas from different cultures, movements, and artists from the past.

Artists apply the use of discovery by asking questions and seeking answers about artworks, and the artists who made them.

Artists demonstrate comprehension of a common art vocabulary.

Artists exhibit artwork to communicate and/or express their ideas.

Artists apply the use of thinking skills and critical analysis by explaining and critiquing their own works of art.

Artists use descriptive words to communicate ideas and feelings about both their own artworks and art in the world around them.

Artists participate in dialogue that encourages the development of decision making skills.

Essential Questions

Suggested Questions: (Varies Depending on Lesson Content)

What is perspective?

What is depth?

How can we manipulate the size of objects to create depth?

How can we add lines to a piece of art to create perspective?

How can we use values of colors to create depth in a landscape?

What is the difference between foreground, middle ground, and background?

How does the way space is used within a piece effect our emotional reaction to the work of art?

How can you balance the space within your artwork?

How can we use overlapping to show depth in a piece of art?

What is foreshortening and how can it be seen in the real world?

Content

Interdisciplinary Connections

Possibilities:

Science (Use nature to develop an understanding of perspective, depth, and how to recreate the illusion of space.)

Math (Explain how proportions are used to show balance.)

Physical Education (Instruct students to stand and show how a space is balanced or stand in different sections the room to demonstrate foreground, middle ground, and background.)

Children's Literature (Read and reflect the illustrations in a children's book, explaining how artists create the illusion of, balance, and fill space within the pages of a book.)

Related Artist, Culture, Work of Art

Varies Depending on Lesson Content.

Skills

Space:

Experiment with space to create different perspectives.

Utilize space to create an aesthetically pleasing composition.

Understand the difference between foreground, middle ground, and background space.

Discover that space can be filled using different lines, shapes, forms, colors, values, and textures.

Judge in other pieces of art the emphasis on balancing a space.

Identify linear perspective in artworks, which conveys depth by reducing the size of objects as they regress into space.

Explain how atmospheric perspective creates the illusion of depth by increasingly blurring the lines and details of objects as they regress into space.

Experiment with color perspective which conjures depth by adjusting the saturation and hue of colors as space regresses.

Apply planar perspective, which involves the division of a composition in a series of layered planes to create a sense of depth.

Work with a variety of materials and processes.

Comprehend that people have different views about art.

Standards

VPA.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how

	they are used.
VPA.1.1.2.D.CS1	The basic elements of art and principles of design govern art creation and composition.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
VPA.1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
VPA.1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
VPA.1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
VPA.1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
VPA.1.3.2.D.CS3	Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.
VPA.1.3.2.D.CS4	Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.
VPA.1.3.2.D.CS5	Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.
VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
VPA.1.4.2.A.CS1	Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
VPA.1.4.2.B.CS1	Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.
VPA.1.4.2.B.CS3	Contextual clues are embedded in works of art and provided insight into artistic intent.