Unit 1: Seven Elements of Art - Grade 3

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Marking Period 1**
Length: **Weeks**
Status: **Published**

Unit Overview

In this unit, students will take an in-depth look into the seven elements of art: texture, value, form, color, line, shape and space. They will use these elements to create works of art in varying mediums such as drawing, painting and sculpture. Students will be introduced to artists throughout history and will learn how they have both used and challenged the seven elements. Students will also be introduced to different artistic time periods and how these periods have influenced artists in their art making.

Standards

VPA.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.1.1.5.D.CS1	Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.
VPA.1.1.5.D.CS2	The elements of art and principles of design are universal.
VPA.1.2.5	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.5.A.CS2	Characteristic approaches to content, form, style, and design define art genres.
VPA.1.2.5.A.CS3	Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
VPA.1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
VPA.1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
VPA.1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
VPA.1.3.5.D.CS1	The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
VPA.1.3.5.D.CS2	Contextual clues to culturally specific thematic content, symbolism, compositional

	approach, and stylistic nuance are prevalent in works of art throughout the ages.
VPA.1.3.5.D.CS3	Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.
VPA.1.3.5.D.CS4	The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.

Essential Questions

- How are artists influenced?
- How are the seven elements of art used in art making?
- How can the world around us change the way we make art?
- What are the seven elements of art?
- What does it mean to be influenced by something?
- Why are the seven elements of art important?

Application of Knowledge: Students will know that...

- artists are influenced by the world around them when creating art.
- artists incorporate the seven elements into their art making.
- the seven elements of art are a vital part of creating art.
- the seven elements of art are texture, value, form, color, line, shape and space

Application of Skills: Students will be able to...

- create an artist statement explaining their artistic vision.
- identify and create tints and shades.
- identify the primary, secondary, warm, cool and complimentary colors.
- identify the seven elements of art in an artwork.
- mix the primary colors to create the secondary colors.
- paint neatly with watercolor, tempera and acrylic paint.

Assessments

- Checklists
- Student graded rubric
- Teacher graded rubric

- One-on-one critique
- Whole class critique

Suggested Activities

- Color mixing - Students will recieve only the primary colors: red, blue and yellow. Students will then mix two primary colors together to create the secondary colors: orange, purple and green.

- Creating the color wheel - Having learned how to create the secondary colors, students will then create a color wheel where each color is mixed and painted in a circular fashion to show color families.

- Creating value - tints and shades painting - Students will begin with a white circle on their paper for a moon. In a tray, students will slowly mix a color into their white paint to create a tint. With each addition of color, they will add a circle around the white moon. Each circle will increase in value. Once the chosen color has reached the darkest it can be, students will switch to black paint. They will repeat the process with black to create shades.

- Concentric circle painting using mixed color. Students will begin with a canvas and acrylic paint. They will place small circles in different colors throughout the canvas. By mixing paint to create different colors, students will add concentric rings around their circles until the whole painting is filled. Once filled, students will add patterns and designs to their circles.

- A line is a dot on a walk - Learning about lines. - Students will learn about the art making style of Zentangling. Students will use varying sizes of sharpies to fill in a shape of their choosing with intricate patterns.

- Actual vs. implied texture Students will create a work of art using both actual texture such as through collage and implied texture through artistic styles such as crosshatching.

- Space vs. form creating a 2D and 3D collage Students will learn the different between a shape: square, circle, triangle etc. and a form: cube, spehere, pyramid. Students will create both a flat 2D collage using shapes and a 3D collage where they learn techniques to lift the paper off the paper.

Activities to Differentiate Instruction

Differentiation for special education:

General modifications may include:

- Modifications & accommodations as listed in the student's IEP
- Assign a peer to help keep student on task
- Modified or reduced assignments

- Reduce length of assignment for different mode of delivery
- Increase one-to-one time
- Working contract between you and student at risk
- Prioritize tasks
- Think in concrete terms and provide hands-on-tasks
- Position student near helping peer or have quick access to teacher
- Anticipate where needs will be
- Break tests down in smaller increments
- Content specific modifications may include:
- Adaptive scissors
- Eliminate incorrect colors from palette when painting
- Pre-mix paint to create correct colors
- Hand-over-hand support when demonstrating a specific technique

Differentiation for ELL's:

- General modifications may include:
- Strategy groups
- Teacher conferences
- Graphic organizers
- Modification plan
- Collaboration with ELL Teacher

Content specific vocabulary important for ELL students to understand include:

- The seven elements of art: texture, value, form, color, line, space, shape.
- Tint
- Shade
- Warm colors, cool colors
- Paint
- Draw
- Cut
- Glue

Differentiation to extend learning for gifted students may include:

- Asking critical thinking questions to expand upon learning
- Giving student a writing prompt once complete to allow them to express their creative process
- Modeling advanced techniques to push student's abilities

Integrated/Cross-Disciplinary Instruction

ELA - Students will be asked to create artist statements to describe the work they have created.

Math - Students will use math concepts such as: measuring, proportions, scale and geometry.

Social Skills - Students will learn how to have a constructive dialogue with their peers while discussing their artwork. Students will give feedback in a positive way.

Social Studies - Students will learn about art from all parts of the world. They will discuss different cultural impacts in art.

Resources

- www.deepspacesparkle.com - curriculum guides and lesson ideas
- www.theartofeducation.com - continuing ed and lesson ideas
- http://artcuratorforkids.com - incorporating art history
- http://artsedge.kennedy-center.org/educators/how-to/tipsheets/self-assessment.aspx - teaching self-assessment to students
- http://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy - art critique made easy

21st Century Skills

PFL.9.1.4.A.2	Identify potential sources of income.
PFL.9.1.4.E.1	Determine factors that influence consumer decisions related to money.
PFL.9.1.4.G.1	Describe how valuable items might be damaged or lost and ways to protect them.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.