Unit 4: Combining Different Media

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 21**
Length: **8 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn to combine different media (pencils, markers, color pencils, crayons, tempera paint, and watercolor paint) to create more dynamic pictures. Students will separate the elements of a picture into different categories. Elements which are similar will use one type of media and different elements will use another media.

Standards

VPA.K-2.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.K-2.1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
VPA.K-2.1.2.2.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.K-2.1.2.2.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.K-2.1.3.2.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.K-2.1.3.2.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.K-2.1.3.2.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.K-2.1.3.2.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.

Essential Questions

a. How do artists get ideas?

b. How does art impact and/or reflect the world around us?

c. How is mixed media unique?

Application of Knowledge and Skills...

Students will know that...

- 1. Setting is important in pictures, including portraits.
- 2. Borders are one method to catch a viewer's gaze.
- 3. Combining different media will draw the attention of the viewer.
- 4. It is important to be consistent when mixing media.
- 5. Sometimes using only a small amount of a different media can have a dynamic effect.

Students will be able to...

- a. Create a setting for a portrait.
- b. Draw a border to highlight the interior of a picture.
- c. Combine different media to create a more textured picture.
- d. Create a picture using multiple media and be consistent in the separate uses of the media.
- e. Use different media elements to catch a viewer's gaze and give deeper meaning to a picture.

Assessments

- Springtime Summative: Visual Arts Project Students will create a horizon line. Using crayons, they will draw trees and plants and will add paint to show the trees and plants flowering in the spring. 1.1.2.D.1 1.1.2.D.2 1.2.2.A.1 1.2.2.A.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5
- Family Portrait Diagnostic: Other visual assessments Students will draw a family portrait, including a definite location for the setting of the picture. 1.1.2.D.2
- Flying Away Formative: Other visual assessments Using pencils, students will draw a picture of themselves flying somewhere. The edge of the picture will look like a quilt. 1.1.2.D.1 1.3.2.D.4
- Flying Away - Mixed Media Formative: Visual Arts Project Using pencils, students will draw a picture of themselves flying somewhere. The edge of the picture will look like a quilt. The pencil lines will be traced in marker. The spaces inbetween the marker lines will be colored with pencils. 1.1.2.D.1 1.3.2.D.1 1.3.2.D.4
- Undersea Life Formative: Other visual assessments With crayons, students will draw a picture of undersea life. The students will use watercolor paint to create the water in the picture. 1.3.2.D.5

Activities

- Look at the painting, *Domino Players*, by Horace Pippin; discuss how the family members are positioned
- Discuss how the setting is important in *Domino Players*
- *Read the book,* Tar Beach, by Faith Ringgold and discuss the story; ask the students to discuss to where they would like to fly away
- Read the book, Rainbow Fish, by Marcus Pfister and discuss the concept of the career of an illustrator
- Show the students pictures of undersea life and ask them to identify shapes and lines
- Demonstrate for students how to use watercolor paint
- Ask students to explain how watercolor paint is different than tempera paint
- Show the students various landscape paintings by Vincent van Gogh
- Guide the students to identify how van Gogh uses light and dark colors to suggest blossoming flowers in his paintings

Activities to Differentiate Instruction

- Encourage students to make different patterns for each edge of their quilt in the "Flying Away-Mixed Media" picture
- In addition to fish, add algae and plants to the "Undersea Life" picture
- Draw for the students the horizon line in their "Springtime" picture
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting
- Use visuals, when possible, to accompany instructions
- Preferential seating

Integrated/Cross-Disciplinary Instruction

Students learn about different types of fish in their science classes. When students create their "Undersea Life" picture, they will draw and color different types of fish. After students have finished this picture, they will identify for the class the species of fish they have created.

Resources

- Explorations in Art by Cathy Weisman Topal, Davis Publications, 2008

- Tar Beach by Faith Ringgold, Crown Publishers, 1991
- Rainbow Fish by Marcus Pfister, North-South Books, 1999
- Art supplies