Unit 3: Art, Nature & Emotion

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 13**
Length: **8 Weeks**
Status: **Published**

Unit Overview

In this unit, students will explore the relationship between nature and art. Students will create art based on objects found in nature. Students will represent the human impact on the natural world.

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-2.1.3.2.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.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
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.
VPA.K-2.1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
VPA.K-2.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

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. The horizon line is the line where sky meets landscape in a drawing.
- 2. Deciduous trees and evergreen trees are two common trees.
- 3. Houses are made of many simple shapes.
- 4. Snow collects on many objects during the winter months.
- 5. People form special emotional bonds.
- 6. Art can be used to show character.

Students will be able to...

- a. Draw the horizon line.
- b. Deciduous trees and evergreen trees are very different in shape.
- c. Houses can be created by using many different simple shapes.
- d. Show where snow collects as it falls.
- e. Show a close, positive relationship between two people.
- f. Create a picture of a kindly character.

Assessments

- Mid-Year Benchmark Assessment Summative: Benchmark Assessment Students will complete a drawing performance assessment. 1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.4 1.4.2.B.3
- Horizon Line Diagnostic: Other visual assessments Students will draw a picture representing their understanding of the horizon line. 1.1.2.D.3 1.4.2.A.4
- House Formative: Other visual assessments Students will create a picture of a house using scissors, glue, and construction paper. 1.3.2.D.1 1.4.2.B.3
- Mr. Snowman Summative: Visual Arts Project Students will create a painting of a snowperson. After painting the snowperson, they will add buttons, ribbon, pom-poms, cotton balls, newspaper, etc, to develop the character and personality of each snowperson. 1.1.2.D.1 1.3.2.D.1 1.3.2.D.4 1.3.2.D.5
- Relationships Formative: Other visual assessments Students will paint a picture of a special moment between a child and an adult. 1.1.2.D.2 1.4.2.B.3
- Snow Formative: Other visual assessments Students will add snow to the "House" collage created previously. 1.3.2.D.4
- Trees Formative: Other visual assessments Students will draw deciduous trees and evergreen trees.

1.1.2.D.2 1.3.2.D.5

Activities

- Show the students pictures of landscapes; have them identify the horizon line
- Show students landscape paintings and ask them to identify what they see using art words such as different shapes and lines
- Model for students a drawing of a deciduous tree made by first drawing a Y
- Model for students a drawing of an evergreen tree made by first drawing a Z
- Look at a picture of a house; identify the uses of different shapes present in the house
- Demonstrate for students how to add tempera paint snow to a piece of art
- Show the students paintings of people interacting; ask the students to explain how to determine the relationship between the people

Activities to Differentiate Instruction

- Add birds and clouds to the "Trees" picture
- Add additional items, such as trees to the "House" collage
- Experiment in adding snow to the "House" collage and demonstrate how the snow falls/collects on different objects in different ways
- 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 in their science classes the different uses of deciduous and evergreen trees and where each type of tree is most common.

Resources

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