Unit 2: The Choices Artists Make

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 5**
Length: **8 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn about different shapes. Students will learn to identify basic geometric shapes. They will also learn how these shapes are present in human beings. Students will learn how shapes are present in objects in the 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-2.1.2.2.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-2.1.4.2.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.K-2.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Essential Questions

1. How does an artist create an artwork?

2. How does an artist use shapes to create a form?

3. How are different shapes used to demonstrate expressive qualities in art?

Application of Knowledge and Skills...

Students will know that...

- 1. Which lines are to be used in drawing a scarecrow.
- 2. The background of a portrait should be divided between sky and landscape.
- 3. Hold scissors away from the body.
- 4. Combining basic shapes can create uncommon shapes.
- 5. Basic shapes are present everywhere.
- 6. Basic shapes can be used to represent more complex forms.

Students will be able to...

- a. Use lines to draw a scarecrow.
- b. Divide the background of a portrait between sky and landscape.
- c. Use scissors correctly.
- d. Combine different basic shapes.
- e. Use basic shapes in drawing.
- f. Use basic shapes to represent more complex shapes.

Assessments

- Musical Instruments Summative: Visual Arts Project Students will draw a picture, using basic shapes, of some friends playing musical instruments together. 1.1.2.D.2 1.3.2.D.1 1.3.2.D.4 1.4.2.B.1
- Celebration Formative: Other visual assessments Students will create a picture of a celebration, focus on using basic shapes to construct the picture. 1.1.2.D.2 1.4.2.B.3
- Cutting Shapes Formative: Other visual assessments Students will cut basic shapes (triangle, circle, rectangle) from construction paper. 1.3.2.D.4 1.4.2.B.1
- Scarecrow Background Formative: Other visual assessments Students will add a background for the scarecrow portrait previously created. 1.1.2.D.2 1.3.2.D.3
- Scarecrow Portrait Diagnostic: Other visual assessments Students will use lines they have learned in Unit 1 to draw a scarecrow. 1.1.2.D.1 1.3.2.D.1
- Uncommon Shapes Formative: Other visual assessments Students will create an imaginary scene using uncommon shapes. 1.1.2.D.1 1.4.2.B.3

Activities

- Define/Discuss "scarecrow"
- Students will identify the things a scarecrow may protect
- Discuss and model for students the basic shapes to be used in drawing a scarecrow
- Explain to students the concept of a horizon line, as the line dividing sky and landscape
- Discuss rules for scissor safety
- Model the correct method of holding and using scissors
- Display for students the artwork of Joan Miro, in order to provide examples of artwork which combines shapes
- Discuss with students what they believe Miro's shapes represent
- Show the students Marc Chagall's *Birthday*; discuss the use of simple shapes in the painting
- Show the students Doris Lees' *Thanksgiving*; discuss the use of simple shapes in the painting

Activities to Differentiate Instruction

- Draw in items for the scarecrow to protect
- Explain the celebration depicted in the celebration picture for those who need it
- Include in the musical instruments picture a piano, drum set, guitar, saxophone, and clarinet
- Review and repeat instructions
- Students work at their own pace/teacher-reduced project expectations
- Use proximity control
- Incorporate frequent modeling and prompting
- Use visuals, when possible, to accompany instructions
- Preferential seating

Integrated/Cross-Disciplinary Instruction

In English language arts class, students will write a sentence to describe the celebration they have depicted in the above assessment.

Resources

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