Unit 1: Principles of Design

Content Area: **Visual Arts**
Course(s): **Generic District Course, Visual Arts**
Time Period: **Week 1**
Length: **12 Weeks**
Status: **Published**

Unit Overview

In this unit, students will be engaged in what it means to think and work as an artist. They will learn to use lines to create patterns and designs. Students will learn how to differentiate between abstract and realistic designs, and will design abstract patterns for necklaces.

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-2.1.2.2.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-2.1.3.2.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.
VPA.K-2.1.4.2.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.K-2.1.4.2.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.

Essential Questions

1. How do artists express their ideas about people through art?

2. Is the disparity between abstract and realistic art really that big?

3. How is three-dimensional artwork unique?

Application of Knowledge and Skills...

Students will know that...

- 1. A self-portrait is a picture of a person drawn by that person.
- 2. Drawing cats requires combining many different shapes and lines.
- 3. Straight, curvy, zig-zag, and spiral are types of lines.
- 4. A realistic drawing resembles or simulates real life.
- 5. An abstract drawing emphasizes generalized forms and their relationship to one another.
- 6. People wear masks to pretend to be someone or something else.
- 7. Jewelry is made by people in all cultures.
- 8. Necklace-making is a very old and common art form.

Students will be skilled at...

- a. Draw a self-portrait.
- b. Draw a realistic cat.
- c. Use straight, curvy, zig-zag, and spiral lines.
- d. Differentiate between realistic and abstract drawing.
- e. Create a turkey mask.
- f. Create individual pieces for making jewelry.
- g. Combine individual pieces of jewelry to create a necklace.

Assessments

- Abstract Cat Drawing Formative: Other visual assessments Students will draw an abstract picture of a cat using only straight, curvy, zig-zag, and spiral lines. 1.3.2.D.3 1.3.2.D

- Abstract Cat Drawing-Background Formative: Other visual assessments Students will add a realistic background for the drawing of the abstract cat. 1.3.2.D.3 1.3.2.D.5
- Beads Formative: Other visual assessments Students will create small beads from strips of magazines. 1.3.2.D.1 1.4.2.A.1 1.4.2.A.2
- Cat Drawing Formative: Other visual assessments Students will draw a picture of a cat. 1.1.2.D.1 1.3.2.D.3 1.3.2.D.5
- Headpiece of a Turkey Formative: Other visual assessments Students will create a mask to wear. The mask will be a headpiece of a turkey. 1.2.2.A.1 1.3.2.D.3
- Necklaces Summative: Visual Arts Project Students will create necklaces using homemade beads, machine-made beads, buttons, feathers and wire. 1.1.2.D.1 1.2.2.A.1 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5
- Self-Portrait Diagnostic: Other visual assessments Students will draw a self-portrait. 1.1.2.D.1 1.2.2.A.1 1.3.2.D.1

Activities

- Discuss the self-portraits of Kahlo, Rembrandt, and van Gogh
- Teacher will read to the students *I Spy... Alphabet in Art*
- Discuss with the students the following paintings of cats: Two Cats, Sam, and *Kittens at Play*
- Discuss how artists use lines and shapes to draw cats
- Review four types of lines: straight, curvy, zig-zag, and spirals
- Practice creating patterns using lines that are thick and thin and light and dark
- Review the concept of the horizon line
- Discuss the difference between abstract and realistic
- Discuss the reasons why people wear costumes
- Review proper safety when using scissors
- Have students show any jewelry they are wearing
- Discuss different media from which beads can be made
- Discuss jewelry which is popular in other countries
- Discuss why people may or may not wear jewelry
- Read pages 82-83 in Adventures in Art and discuss Navajo jewelry
- Explain the Victorian Era style of making paper beads
- Demonstrate how Victorian Era women made their own paper beads
- Look at patterns in jewelry from students' samples and discuss how to gain inspiration, but not imitation, from these styles

Activities to Differentiate Instruction

- Students will draw a picture of a cat sitting, a picture of a cat standing, and a picture of a cat lying down.
- Students will create patterns using lines. They will create a pattern by alternating between the four primary types of lines and by varying the thickness and intensity of the lines.
- Students may design a bracelet to compliment their bead necklace. The bracelet must follow a similar pattern to match the style of the necklace.

- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions
- Use proximity control
- Incorporate frequent modeling and prompting

Integrated/Cross-Disciplinary Instruction

In performing arts class the students will use the turkey headpieces they have created to perform a Thanksgiving play.

Resources

- *Self Portrait, 1940* by Frida Kahlo
- *Self Portrait, 1660* by Rembrandt van Rijn
- *Self Portrait, 1889* by Vincent van Gogh
- Adventures in Art by Laura H. Chapman, Davis Publications, 2008
- *Two Cats* by Franz Marc
- *Sam* by Andy Warhol
- *Kittens at Play* by Henriette Ronner Knip
- I Spy... Alphabet in Art by Lucy Micklethwait, Greenwillow Books, 1996
- Art supplies