Unit 2: Movement in Artwork

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

Unit Overview

n this unit, the students will learn that art can generate movement and feelings. The students will continue to develop their basic art vocabulary. This unit will culminate with the students learning new techniques for showing movement in their artwork.

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.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.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.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.

Essential Questions

1. How does creating art differ from viewing art?

2. How do underlying structures guide the creation of art works?

3. What role does movement play in conveying emotion?

Application of Knowledge and Skills...

Students will know that...

- 1. Michelangelo Buonarroti is considered the greatest sculptor of the Renaissance.
- 2. Animals have been a common subject of art for thousands of years.
- 3. In some cultures, artists paint their sculptures.
- 4. Assemblage sculpture is artwork created from leftover or recycled materials.
- 5. A collage is an artwork created by putting together separate items.

Students will be able to...

- a. Identify that Michelangelo Buonarroti was known for both his skill in painting and sculpture, but is better known for sculpture.
- b. Identify the component shapes in creating an animal sculpture.
- c. Identify sculptures that have been decorated with paint after they were molded.
- d. Create an assemblage sculpture.
- e. Match appropriate colors, shapes, and sizes to create a collage.

Assessments

- Mid-Year Benchmark Assessment Summative: Benchmark Assessment Students will complete a drawing to demonstrate skills for a benchmark test. 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
- Art Notes Diagnostic: Other visual assessments While watching a DVD about Michelangelo, the students will draw one picture of any piece of art that interested them in the video. 1.2.2.A.1 1.2.2.A.2 1.3.2.D.1
- Assemblage Sculpture Formative: Other visual assessments Students will create an imaginative animal sculpture by using recyclable materials. 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5

- Sculpture Formative: Other visual assessments Students will create an animal sculpture using Model Magic. The animal must be able to stand. 1.1.2.D.1 1.3.2.D.1 1.3.2.D.3
- Sculpture-Details Formative: Other visual assessments Students will add details (eyes, fur, markings, etc.) to their animal sculpture using markers. 1.1.2.D.1 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4
- Snow Collage Summative: Other visual assessments Students will create a snowy scene using different colors of torn construction paper. They will glue the torn pieces to a sky background. Students will show at least one person playing in the snow. 1.1.2.D.1 1.1.2.D.2 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.B.1

Activities

- Watch a DVD about Michelangelo and discuss what techniques he used to show action in his artwork
- Show pictures of animal sculptures and discuss the basic shapes which constitute the different parts of each animal's body
- Discuss ideas for pets, zoo animals, or farm animals for students to create as a sculpture
- Create different animal body parts for a sculpture; then join the pieces together
- Show examples of sculptures and identify where the artist used paint to add detail to the sculpture
- Show the students examples of assemblage sculptures; ask the students to identify what recycled materials were used for these creations
- Review scissor safety procedures
- Watch a DVD about Grandma Moses and discuss the paintings of Grandma Moses; paying particular attention to the colors, lines, and feelings expressed in her artwork
- Read from the Getting to Know the World's Greatest Artists series about Grandma Moses; discuss what she was trying to express in her paintings
- Show a sample of a snow collage made from torn construction paper
- Demonstrate how to tear the construction paper with the greatest control and accuracy

Activities to Differentiate Instruction

- In the "Assemblage Sculpture", some students may try to create an advanced animal, such as a bird; larger animals, such as giraffes and bears will be created by most students
- In the "Snow Collage", students will show a minimum of one person or a maximum of four people in an action pose, playing in the snow
- 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

In preparation for the sculpture artwork, students may learn in their social studies classes about the animals whose natural habitat is located in New Jersey. After this lesson, students may choose to make their sculptures of an animal whose natural habitat is found in New Jersey.

Resources

- Adventures in Art, Grade Two by Laura H. Chapman, Davis Publications, 2008
- Getting to Know the World's Greatest Artistsby Mike Venezia, Getting to Know Incorporated, 2008
- Dropping in on Grandma Moses by Tom and Loretta Hubbard, Crystal Productions, 2008
- *Sugaring Off in the Maple Orchard* by Grandma Moses
- Art supplies