Unit 4: Everyday Art

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 29**
Length: **9 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn how art is all around them. They will learn how simple consumer items, as well as rarely-used ritual pieces are forms of art. Students will explore art all around them, from imaginative cityscapes to classic portraiture.

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.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.
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.2	Apply the principles of positive critique in giving and receiving responses to performances.

Essential Questions

1. Where do artists get their ideas?

2. How does art reflect the culture from which it is developed?

3. What are the elements of art and principles of design that are evident in everyday life?

Application of Knowledge and Skills...

Students will know that...

- 1. Artists sometimes use symbols to represent other objects, such as the sun or the moon.
- 2. Symmetrical balance is when the left and right sides of a piece of art have the same design.
- 3. Radial balance is when the central face of a piece of art has parts that seem to go out from the center.
- 4. A loom is defined as a frame that holds threads. Warp is defined as threads woven vertically on a loom. Weft is defined as threads woven horizontally on a loom.
- 5. Artwork about cities is called a cityscape.
- 6. Grant Wood's artwork revolved around ordinary, everyday life.
- 7. A portrait is an artwork that shows a real person.

Students will be able to...

- a. Determine if a symbol represents the sun or the moon.
- b. Create art with symmetrical balance.
- c. Create art with radial balance.
- d. Create a piece of art with an alternating pattern, using a loom, warp, and weft.
- e. Create a vibrant cityscape.
- f. Identify the characteristics that defined the artwork of Grant Wood.
- g. Create a portrait with correctly placed facial features.

Assessments

- End-of-the-Year Benchmark Assessment Summative: Benchmark Assessment Students will choose the best piece of art that they created this year. They will critique the art based upon skills/concepts learned during the year through an oral examination. 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.2 1.3.2.D.3 1.3.2.D.4 1.3.2.D.5 1.4.2.A.1 1.4.2.A.2 1.4.2.A.4 1.4.2.B.2
- Art Notes Formative: Other visual assessments While watching a DVD about Grant Wood 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
- Cityscape-Newspaper Print Formative: Other visual assessments Students will sketch a cityscape on newspaper print. 1.1.2.D.2 1.3.2.D.4 1.3.2.D.5
- Cityscape-Scratch Art (Rainbow) Paper Formative: Other visual assessments Students will use the cityscape sketch model to create a cityscape on the scratch art paper. They will compare the two sketches, and assess how the scratch art paper makes the picture more vibrant. 1.1.2.D.2 1.3.2.D.4 1.3.2.D.5
- Native American Masks Formative: Other visual assessments Students will create Native American masks which incorporate both symmetrical and radial balance. 1.1.2.D.1 1.3.2.D.1 1.3.2.D.3 1.3.2.D.4
- Navajo Blanket Formative: Other visual assessments Using the concepts of a loom, warp, and weft, students will create a Navajo blanket. Warp and weft strips should create an alternating pattern. 1.2.2.A.1 1.2.2.A.2 1.4.2.A.2 1.4.2.A.4
- Portrait Summative: Visual Arts Project Students will follow the teacher's step-by-step instructions to draw a portrait with accurately-placed facial features. 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
- Symbolic Suns and Moons Diagnostic: Other visual assessments Students will identify symbolic representations of the sun or moon on Native American masks. 1.1.2.D.2 1.3.2.D.3

Activities

- Show examples of Native American masks
- Explain the concept of symmetrical balance; identify symmetrical balance in the Native American masks
- Explain the concept of radial balance; identify radial balance in the Native American masks
- Have students share any experiences they have had with weaving
- Distribute burlap sacks and discuss how the treads are woven on top of each other
- Explain the terms loom, warp, and weft
- Define loom as a frame that holds threads
- Define warp as threads woven vertically on a loom
- Define weft as threads woven horizontally on a loom
- Show pictures of exciting cityscapes; discuss how the environment around us has been modified and is a result of some artistic choices
- Discuss how the use of color can make a picture of a city seem exciting and alive
- Discuss the work of Grant Wood and how ordinary, everyday life inspired his art
- Discuss *American Gothic* with the students; pay particular attention to the placement of the facial features
- Provide step-by-step instructions for portraiture

Activities to Differentiate Instruction

- 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 social studies, the students will learn about Native Americans. They will learn about Native American tribes in the region of present-day New Jersey and about the Navajo. Students will use a map to learn the approximate distance between native New Jersey tribes and the Navajo's location.

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
- *American Gothic* by Grant Wood
- Dropping in on Grant Wood by Pamela Geiger Stephens, Crystal Productions, 2008
- Art supplies