Unit 2: Imaginary Fish

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 6**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit, students will create an imaginary fish picture. The fish picture will incorporate the principles of design. Students will pay particular attention to creating a picture using the art principles of contrast and balance.

Standards

VPA.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
VPA.1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
VPA.1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.

Essential Questions

- How can contrast be used in art?
- How does a picture achieve balance?
- Does art have boundaries?

Application of Knowledge and Skills...

Students will know that...

- In art, balance can be created by using symmetrical, asymmetrical, or radial designs.
- Art achieves unity by the use of balance, repetition and/or design harmony
- The principles of design are: unity, contrast, variety, emphasis and balance

Students will be able to...

- Create a piece of art that achieves unity in its design
- Create a piece of art that has symmetrical, asymmetrical, or radial balance.
- Identify the different principles of design: unity, contrast, variety, emphasis and balance

Assessments

- Coloring an Imaginary Fish Summative: Visual Arts Project Students will color a fish drawing using markers. The coloring will represent a unified design. 1.1.5.D.1 1.1.5.D.2 1.3.5.D.1 1.3.5.D.3 1.3.5.D.4
- Drawing an Imaginary Fish Formative: Other visual assessments Students will draw an imaginary fish using a pencil. The drawing will be balanced and neat. 1.1.5.D.1 1.1.5.D.2 1.3.5.D.4
- The Principles of Design Diagnostic: Other written assessments Students will write their own defintion for three of the principles of design. 1.1.5.D.1

Activities

- Identify and discuss the purpose of each of the different principles of design
- Discuss how to properly critique the aesthetic elements of artwork
- Demonstrate how to create an imaginary fish drawing
- Point out the characteristics that make the fish drawing balanced
- Have students draw an imaginary fish
- Demonstrate how to properly color a picture, by starting in the background
- Color the imaginary fish

Activities to Differentiate Instruction

- Students who excel will create an underwater background scene for their fish picture; the level of detail for the background will be determined by time constraints and abilities
- 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 will learn in their science classes the different taxonomic classification terms. The students will learn the different levels of taxonomic classification: kingdom, phylum, class, order, family, genus, and species. Students will investigate the genus and species classification terms for a goldfish and will use that terminology to title their artwork

Resources

- Adventures in Art, Grade 4 by Laura Chapman, Davis Publications, 1998
- Art supplies