Unit 4: Shapes and Structures

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 21**
Length: **5 Week**
Status: **Published**

Unit Overview

In this unit, the students will use texture and value to draw a tree canopy. They will begin their drawing with main shapes, then fill in the details. Students will analyze their work and the artwork of one peer to determine which elements of the drawing are aesthetically pleasing.

Standards

VPA.3-5.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.3-5.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.3-5.1.3.5.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.3-5.1.3.5.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.3-5.1.3.5.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.
VPA.3-5.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.3-5.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.3-5.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.3-5.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Essential Questions

- How do underlying structures unconsciously guide the creation of art works?
- How can implied texture create depth?
- What is the difference between a thoughtful and thoughtless artistic judgment?

Application of Knowledge and Skills...

Students will know that...

- 1. The elements of art are: space, line, color, shape, texture, form, and value.
- 2. Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
- 3. The tree canopy is all of the branches and foliage of a tree above the ground.
- 4. Texture is an element of art, relating to the perceived surface quality of an object.
- 5. Value is an element of art that refers to the relationship between light and dark on a surface.
- 6. Constructive feedback helps to validate/improve one's work.

Students will be able to...

- a. Identify the different elements of art: space, line, color, shape, texture, form, and value.
- b. Evaluate the aesthetic merits of artwork.
- c. Draw a tree canopy.
- d. Create implied texture in a drawing of a tree canopy.
- e. Use different values to create the appearance of depth in a drawing.
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- f. Provide constructive feedback to peers based upon an established rubric.

Assessments

- Tree Canopy Summative: Visual Arts Project Students will create a pencil drawing of a tree canopy. The drawing emphasis will be to successfully use the elements of texture and value. 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
- Critique Formative: Other written assessments Students will critique their own artwork. The students will describe their artwork, analyze the compositional design, and evaluate the aesthetic merits of their work. 1.4.5.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3

- Critiquing Peers Formative: Other written assessments Students will write a critique of one of their peers' artwork. The students will describe the artwork, analyze the compositional design, and evaluate the aesthetic merits of the work. The critique will offer constructive criticism. 1.4.5.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3
- Elements of Art Diagnostic: Other written assessments Students will write their own defintion for three of the elements of art. 1.1.5.D.1

Activities

- Describe and discuss texture and value
- Discuss how texture and value are used together to create depth and perception
- Look at pictures of tree-dotted landscapes
- Demonstrate how to draw the basic shapes in a tree-dotted landscape
- Have students draw three trees in a landscape
- Demonstrate how to apply texture to the tree-dotted landscape using charcoal pencils
- Have students first critique their own artwork, then the artwork of a peer

Activities to Differentiate Instruction

- Students who are unable to draw three trees with texture will focus on just one tree
- Students who excel will include additional trees in their picture
- 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 about different climate regions. After the students have created their tree-dotted landscape, they may add details to make the landscape appear more like a specific climate region. Based on the details they have added and the trees they drew, they will label the landscape.

Resources

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

- Art supplies