Unit 2 Human Proportions

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Generic Time Period**
Length: **15 classes**
Status: **Published**

Unit Overview

Building upon observational and drawing techniques, methods, and processes this hands-on studio production-based unit encompasses how to create proportionally correct human figures and portraits.

The use of different methods, techniques, and processes will be used when creating artwork. The elements and principles of art such as; balance, value, line, contrast, proportion, shape/form, space, color, unity and emphasis as well as composition will be used in this unit.

Through this unit, students will be able to begin to build upon their knowledge of art history and art genre when referring to artwork that uses human proportions and portraits. They will build skills by making art and by learning how other artists use these same methods, techniques, and processes to better understand artwork and methods. Students will evaluate their own artwork in relation to the unit.

Standards

VPA.6-8.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.6-8.1.3.8.1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
VPA.6-8.1.3.8.2	Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
VPA.6-8.1.3.8.3	The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.
VPA.6-8.1.3.8.4	Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
VPA.6-8.1.3.8.5	Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.
VPA.6-8.1.3.8.6	The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.
VPA.6-8.1.4.8.1	Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
VPA.6-8.1.4.8.1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

VPA.6-8.1.4.8.2	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
VPA.6-8.1.4.8.3	Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
VPA.6-8.1.4.8.3	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.
VPA.6-8.1.4.8.4	Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.
VPA.6-8.1.4.8.6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.6-8.1.4.8.7	Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

Essential Questions

- How does visual art represent important ideas, issues and events in a society?
- How does creating and performing in the arts differ from viewing the arts?
- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?
- Why is active participation in the creation of art essential to understanding the creative process?
- How does making art help us understand the technical proficiency of an artist's work?
- How can we develop our own personal aesthetic?
- What makes a work of art successful?
- How does our acquisition of knowledge and skills in art enhance our ability to be creative and inventive decision-makers?
- What's the difference between a thoughtful and a thoughtless artistic judgment?
- How does our knowledge of aesthetics and elements/principles of art help us critique works of art?

Application of Knowledge: Students will know that...

- Abstract ideas may be expressed in works of visual art using a genre's stylistic traits
- Active participation in art is essential to deep understanding of the imaginative and creative process
- Aesthetic awareness stimulates the imagination.
- Awareness of basic elements of style and design in visual art inform the creation of criteria for judging originality
- Elements and principles common to all visual arts have relevance in daily life.
- Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making
- In order to articulate thoughts about a work of art one must be able to describe the technical proficiency of an artist's work.
- One needs recognize the elements and practice the principles unique to art in order to create artwork

- Technological changes have and will continue to substantially influence the development and nature of the arts
- The development of sensory acuity (perceptual skills) gained through the production of art enables one to perceive and acknowledge various viewpoints
- There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork
- There is a relationship between artistic composition and everyday environments
- Tracing the history in visual art in world cultures provides insight into the lives of people and their values
- When critiquing a work of art one must be able to identify and differentiate the formal structures within the artwork.

Application of Skills: Students will be able to...

- Compare and contrast works of art in various media that utilize the same arts elements and principles of design.
- Describe the technical proficiency of the artwork in writing and orally.
- Examine works that are functional and will analyze work that places emphasis on structural arrangement. Describe how an element of art contributes to the aesthetic value of the piece.
- Incorporate various art elements and principles in the creative process.
- Judge artistic expression and quality in works of art. (their own creations and in the work of others)
- Produce two-dimensional works of art individually and/or collaboratively.
- Recognize and use various media, materials, process and technologies to create different works of art.
- Use aesthetic knowledge in the creation of and in response to visual arts.
- Use the elements and principles or art as a basis for the creation of works of art.

Assessments

Teacher made rubric(s) to define and assess the application, process, and product in reference to human and facial proportions regarding:

- The understanding of incorporating various elements of art and principles of design such as; balance, value, line, contrast, proportion, shape/form, space, color, unity and emphasis as well as composition to enhance technical skills.
- The understanding of art genres associated with discipline-specific arts terminology and stylistic approaches to art-making
- The understanding of art making techniques such as: the various shading techniques, observational and compositional techniques as well as color theory and the use of different media
- The ability to be fluent in different mediums and terminology
- The ability to recognize different genres of art and themes in art
- Analyze ones artwork and artwork of others based on technical proficiency, compositional design, the use of elements and principles and different media, and how and if the artist has a stylistic approach to making art.

Engage in frequent student-teacher in-class conversations to gage understanding and re-direct and guide learning as necessary.

- Written or Oral student self-assessment
- Written or Oral teacher assessment

Suggested Activities

Media, skills, methods and terminologies are all part of the making of art. Relating the elements of art and principles of design, various types of genres, and universal themes help to express or enhance technical skills and creative ideas.

Building upon prior knowledge of observational drawing create journal sketches that demonstrate progression of the understanding of observational drawing, drawing methods, techniques and processes in reference to human and facial proportions.

In visual journal:

- E.g, Facial and human proportion drawings/studies demonstrating line, composition, space, shape and proportion (the use of photo reference and human wood manikins as model)
- E.g, value study demonstrating shading methods and techniques using line, form, value and texture
- E.g, Color pencil, pan or traditional stick chalk pastel techniques and method studies

Choosing from any reference (photo, live, etc.) students will create a 2-dimensional piece of art that demonstrate their understanding of proportionally correct human or facial proportions and the proper use of art media to complete the artwork. Art media that can be used are: pan chalk pastel, traditional stick chalk pastel, color pencil. Demonstrating balance, value, line, contrast, proportion, shape/form, space, color, and unity.

- E.g, The Mona Lisa by Leonardo da Vinci, 1503–1517 .
- E.g, The Arnolfini Wedding by Jan van Eyck, 1434
- E.g, Snap the Whip (tug of war) by Winslow Homer, 1872
- E.g, Thanksgiving by Norman Rockwell, 1945
- E.g, Leslie/Watercolor by Chuck Close, 1972-1973

View and discuss artwork that depicts how the elements of art and design are used and which reflects an understanding of visual culture in a contemporary context that is based on thematic content which has been stylistically interpreted by artists over time

- E.g., realism in DaVinci and Michaelangelo's human form during Renaissance era, photorealism in paintings by Richard Estes, hyper-realistic human paintings, portraiture in the style of John Singer Sergeant and Norman Rockwell.

Activities to Differentiate Instruction

Each student will work at his/her level of skill readiness and interest to interpret the assignment/s.

Students with needs and challenges:

- In the visual arts students will be given opportunities to increase their communication, fine and gross motor, choice-making and social interaction skills.
- Students will be able to discover and explore the fundamental elements of visual arts through the creation of artistic products. These elements include color, value, line, form, space, timing.
- Students will be given opportunities to express and communicate ideas verbally or non-verbally (typing, writing, pictorially) when referring to the aesthetics and making artwork. They will create works of art individually and with others. Assistance and modification will be offered.
- Examples are: limiting how many times objects are drawn, giving out visual resources that list step by step modified instructions on how to draw a human figure and a frontal view of portrait. Assistance with using the ruler will be provided. Teacher will work one-on-one with students in demonstrating and assisting when needed and as often as needed. Teacher will assist and demonstrate uses of materials. Materials to use will be limited if it applies to the specific student. Depending on the students challenges different tools will be given to aid in student success. Such tools are: thick graphite, erasers and art gummy Kneaded erasers, pencils that offer different degrees of hardness and softness to aid in the amount of pressure is needed to create a line, wood-less pencils and color pencils, color pencil thick sticks, crayons, tempera sticks. Pare share, working with a partner or group on discussing and creating artwork. Using computer, visual communicators or orally to express and communicate thoughts and ideas in reference to art.

Advanced learners:

- Students can explore ways of presenting their artwork such as using different views: aerial, side, worm view when drawing human and facial proportions. Elements of art value, line, proportion will be explored further. The use of manikins will be provided. Higher levels of processes and techniques such as: cylinder style facial drawing, cylinder and oval planning in human proportion, cross-hatching and stippling can be explored. Color mixing and theory using different art media can be explored such as the techniques, methods and processes encompassing Pan Pastel.
- Students can choose any choice of genre or cultural artwork and explain (written or orally) how the genre or cultural artwork reflects the methods, techniques and processes of observational drawing. They can express how ones artwork compares to historical/cultural artwork by analyzing the elements and principles of art used in the lesson. They can research how learning human proportions, facial proportions can lead to careers in art.

Integrated/Cross-Disciplinary Instruction

Math: concepts will be in place with the relation to proportion, composition and size. Use of ruler as measurement.

Language: vocabulary content by learning the art from many cultures:

- Terminology used in each area and style of art

Social Studies: by learning about the history and culture of people around the world:

- Diversity of world peoples and their individual art styles
- Vocabulary used to understand art names/styles

Science: the study of human proportions

Resources

“Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview." *Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview*. New Jersey Department of Education, n.d. Web. 07 July 2015. <http://www.state.nj.us/education/modelcurriculum/vpa/v/>.

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Rohrer, Ken. "The Incredible Art Department (IAD)." *Incredible Art Department*. N.p., n.d. Web. 10 July 2015. <http://www.incredibleart.org/>.