Unit 1: The Creative Process

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Generic Time Period**
Length: **45 days**
Status: **Published**

Unit Overview

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art. By the end of grade five students will demonstrate basic literacy in the understanding and applying the elements and principles of design to visual arts.

Standards

VPA.3-5.1.1.5.1	Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.
VPA.3-5.1.1.5.2	The elements of art and principles of design are universal.

Essential Questions

- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- What are the elements and principles of art unique and common to various art media and forms?
- How are the elements and principles evident in everyday life?
- How can making art enhance perceptual, physical and technical skills?
- How can making art enhance one's understanding of self and others?

Application of Knowledge: Students will know that...

- The elements of art and principles of design are universal.
- The Elements of Art are: Line, Shape, Form, Color, Value, Texture, and Space/Perspective
- The Principles of Design are: Pattern, Rhythm/Movement, Proportion/Scale, Balance, Unity and Emphasis
- Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living

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

- Identify the elements and principles of design in a work of art
- Interpret the elements and principles in art as they can have interdisciplinary relationships and their applications in everyday life
- Use the elements and principles (such as line, color, shape, space, rhythm, etc) as a basis for the creation of works of art

Assessments

- Teacher made rubric(s) to define and assess the creative process regarding the understanding of the elements of art and principles of design conveyed in artwork from diverse cultures.
- Oral/written assessment of the use of different media in relationship to the elements of art and principles of design in various pieces of artwork.

Suggested Activities

Students will be able to apply, use, and comprehend the elements of art and principles of design and how these components apply to visual learning.

Analyze visual rhythm found in nature and artwork of different mediums created through the repetition of form. Design and create original three-dimensional artworks employing repletion of form to create visual rhythm

- E.g., sculptures by Auguste Rodin or Eva Hess, installations by Cornelia Parker or Anne Hamilton, Aztec & Mayan headdresses, Native American Totem Poles, Medieval sculpture, Tilgnit screens etc.

Distinguish parallel lines in everyday life and known two and three-dimensional works of art from various cultures that emphasize the convergence of lines to create the illusion of perspective. Create artwork in various mediums emphasizing line as a tool for perspective.

- E.g., photographs by Ansel Adams, Edward Hopper's paintings, the art and architecture of Filippo Brunelleschi etc.

Compare and contrast shape & form found in everyday life with artists and architects that utilize shape and form as the dominant element. Combine geometric and organic shapes in the design and creation of original three-dimensional forms.

- E.g., the architecture of Frank Gehry or Antonio Gaudi, buildings or consumer products by Michael Graves, Simon Rodia's Watts Towers, Russian Babushka dolls and Hopi Katchina dolls etc.

Compare and contrast complimentary colors of differing values found in the natural world and utilized in diverse two and three-dimensional works of art. Create works of art that emphasize complimentary color and value.

- E.g., Vincent van Gogh, Georges Seurat, Henri Rousseau, Elizabeth Murray, Roy De Forest, Christo and Jeanne Claude, Mexican Day of the Dead triptychs etc.

Compare and contrast visual texture and implied texture evident in everyday life. Create two-dimensional artwork that has the perception of actual texture.

- I.e., actual texture vs. the illusion of having physical texture.

Compare and contrast emphasis and unity/harmony in two and three-dimensional works of art from various cultures and historical eras created by the combination of shape, line, and texture. Integrate shape, line, and texture for emphasis and to create unity and harmony in original artwork.

- E.g., Rene Magritte, Jasper Johns, Martin Ramirez, Russian knotted carpets, Canadian textiles and American Folk Art quilts etc.

Identify symmetrical and asymmetrical vertical and horizontal balance in everyday life and works of art in diverse mediums and design. Create two-dimensional art or kinetic sculptures demonstrating symmetrical and asymmetrical vertical and horizontal balance.

Activities to Differentiate Instruction

Each student will work at his/her level of skill readiness and interest to interpret the assignment/s. Assistance and modification will be offered to those in need and challenges to take the project to a higher, more detailed level will be offered to advanced learners.

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 given opportunities to express and communicate ideas verbally or non-verbally (typing, writing, pictorially) when referring to the elements and principles that govern the creation of artwork. Pair share and working with a partner or group on discussing and creating artwork, will increase their verbal communication skills. Students will use computers, visual communicators, or orally to express and communicate thoughts and ideas in reference to art. Ex: Identify symmetrical balance, line and color found in everyday life and artwork.

Create artwork that displays complementary colors.

Create artwork that displays actual texture.

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, oil pastel.

Advanced learners:

Students can explore ways of presenting their composition such as using different views: aerial and worms eye view. Create artwork that displays implied texture evident in everyday life.

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 2 or 2D art. They can express how ones artwork compares to historical/cultural artwork by analyzing the elements and principles of art used in the lesson.

Integrated/Cross-Disciplinary Instruction

Here are examples of other content areas that can be linked to the knowledge and skills of unit.

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

- Diversity of world peoples and their individual art styles
- Influence and impact of cultures upon each other
- Vocabulary used to understand art names/styles

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

- Terminology used in each area and style of art
- How symbols, icons, and images were the first words written (Aztec and Mayan headdresses or Native American Totem Poles)
- The use of new terms and their application in the art room.

Math: concepts will be in place with the relation to measurement and tool usage:

- Use of equipment to measure while designing your artwork
- The influence of Math in masterpieces around the world
- Symmetry

How to use abstract concepts to solve problems in art.

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/>.

“About the NEA." *National Council on the Arts*. National Endowment For the Arts, n.d. Web. 07 July 2015. <http://arts.gov/about/national-council-arts>.

"NAEA - National Art Education Association." *Home • National Art Education Association*. NAEA, n.d. Web. 07 July 2015. <http://www.arteducators.org/>.