Unit 1: The Creative Process

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

Unit Overview

Students will demonstrate an understanding of the elements and principles that govern the creation of works of art.

Standards

VPA.6-8.1.1.8.1	Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
VPA.6-8.1.1.8.2	The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.

Essential Questions

• How do underlying structures unconsciously guide the creation of art works?

• Are there boundaries in art throughout the world?

• What are the elements and principles of art unique and common to various art media and forms?

• How are the elements and principles of art 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...

- Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time
- Prior knowledge of the elements and principles unique to art are important in order to understand them as a basis for art creation.
- The communicated emotion in a work of art is through the creative application of the principles as they apply to the elements
- 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

- The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures

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

- Associate the elements and principles of art as they apply to every- day life.
- Express the emotional significance conveyed in the application of the elements and principles of art
- Identify the elements and principles of art 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 of art as a basis for creating 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 and the emotional significance conveyed in artwork from diverse cultures.

Suggested Activities

Through the study of pieces of art from different cultures and different time periods, as well as modern examples of art and expression in the world around them, students will understand how the elements and principles of art act as a source of visual communication. Meaning is both communicated through the artist's intention as well as by the viewer's interpretations. By understanding the principles and elements of art and the cultural context of a piece, a deeper understanding and appreciation of art can be achieved.

- Line: diagonal, horizontal, broken, etc.
  - Compare Lascaux Cave Paintings with artist Jean-Michel Basquiat's Graffiti paintings
  - Robert Smithson's massive Earthwork *Spiral Jetty* with Egyptian hieroglyphics, etc.

- Shape: organic, geometric, patterns, etc.
  - Organic representation from real life.
  - Compare artists Elizabeth Murray and Piet Mondrian

- Color: used in two and three-dimensional masterpieces of art from diverse cultures and historical eras

        - Compare Fauvists, Picasso, El Greco, etc.

    - Texture: visual and tactile in texture and feel
        - Woven fabrics, canvas and wall patterns, clothing, and graphic design images.
        - Aboriginal Art vs. French Impressionism/Pointillism, Minoan Art vs. Russian

    - Form: three-dimensional objects/forms such as cubes, spheres, cylinders and cones.
        - Recognize sculptures and shapes that have depth, form and substance.

    - Scale/Proportion: relationships in size through visual recognition.
        - Stonehenge, Christo and Jeanne Claude, Henry Moore

- 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.

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 line, color and shape found in everyday life and artwork and explain how artwork can show an example of emotion. EX: images such as a peace sign represents peace, a heart represents love.

Create artwork that expresses emotion with the focus of the elements of art line and color.

Advanced learners:

Students can explore ways artists express emotion focusing on elements and principles that apply to the artwork. Students can also create artwork that expresses emotion with the focus of the principle of design contrast or emphasis.

Students can choose any choice of genre or cultural artwork and explain (written or orally) how the genre or cultural artwork reflects the elements of art and design. 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.

- Science: by learning how cultures use nature to survive through creativity and ingenuity
    - Types of dwellings: caves, huts, and the evolution of homes through climatic diversity
    - The influence on weather as seen in the variety of artistic topics and themes
    - The Lascaux and Chauvet Caves, Stonehenge and Carhenge, and atmospheric perspective use.
- 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 (hieroglyphics)
    - 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

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/>.