Unit 3: Performance

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

Unit Overview

All students will synthesize those skills, media, methods, and technologies appropriate to creating works of art

Standards

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.

Essential Questions

- 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?
- How can manipulating the use of elements and principles evoke an emotional response to a work of art?
- Why is active participation in the creation of art essential to understanding the creative process?

Application of Knowledge: Students will know that...

- Art may embrace multiple solutions to a problem

- Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making
- Fluency in various art mediums and the use of the appropriate tools associated with working in various art mediums, are components of art-making
- Many genres of art are associated with discipline-specific arts terminology
- The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context)
- The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement
- 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
- 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
- Universal themes exist in art across historical eras and cultures

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

- Develop products to enhance perceptual, physical and technical skills.
- Discover and acknowledge various viewpoints through the development of perceptual skills
- Employ appropriate vocabulary when describing their studio process and completed artwork.
- Realize and use various media and materials to create different works of art
- Recognize that visual communication, such as in the media, advertising and the creative arts, help to develop the understanding of original artwork.
- Work to create two- and three- dimensional works of art employing the elements and principles of art.

Assessments

Teacher made rubric(s) to define and assess the creative application, process, and product regarding:

- The understanding of incorporating various elements of art and principles of design to enhance the expression of creative ideas.
- The understanding of art genres associated with discipline-specific arts terminology and stylistic approaches to art-making
- The understanding of art making techniques
- The ability to be fluent in different mediums and terminology
- The ability to recognize different genres of art and themes in 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 creative ideas.

Create a mixed media artwork based on observation from an actual environment

- E.g., environmental sculpture by Andy Goldsworthy about conservation and recycling

Synthesize the design principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement to enhance the expression of creative ideas

- E.g., perspective, implied space, Opt Art-illusionary depth, value, and pattern

Create artworks which demonstrate the use of perspective techniques

- E.g., One/two point perspective

Create three-dimensional pieces of art that display 3-D techniques

- E.g., Paper sculpting: Pop Up card, abstract sculpture

Create three-dimensional artworks which demonstrate three-dimensional clay techniques

- E.g., Methods: coil, additive and subtractive sculptural techniques

Use additive and subtractive sculptural techniques to create the illusion of movement

- E.g., an animal in motion as depicted in Ashevak Adla's *Walking Bear*, Inuit Art

Create a sculpture using three dimensional media which distorts or exaggerates proportion.

- E.g., mixed media work of Marisol and Claus Oldenburg

Art genres, themes, terminology, and stylistic approaches will be explored during the making of any artwork.

Examining and discussing the characteristics, thematic content, and symbolism found in art from diverse cultures and historical eras will inspire original artworks.

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 able to discover and explore the fundamental elements of visual arts through the creation of artistic products. These elements include color, line, form, rhythm, space, timing, movement, mood.

Students will be given opportunities to express and communicate idea 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: Objects will be simple shapes, limited reflective qualities(because it may be too difficult to show objects that are transparent and objects that are very reflective). 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.

Teacher will work one to one with student 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.

The use of any 3D art materials will apply to the students specific gross moder limitations. Examples are:CLAY: small amounts of clay basic coil method; Paper sculpting displays a castel or pop corn holder.

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 composition such as using different views: aerial and worms eye view. Students can explore the making of surrealistic or conceptual artwork. Reflective, highly detailed and transparent subject matter will be presented for the student to observe and create. Higher levels of techniques such as: 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 watercolor paint. A full 3-D sculpture containing 5 parts assembled together.

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 2d and 3d 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

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

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: by learning through experimentation how the different medium used change under different applications:

- Mixing of various pigments to create new colors
- Vocabulary used to understand art processes

- Altering ceramic projects from green ware to bisque ware through kiln/temperature firings

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/>.