Unit 1: The Elements of Art

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Unit 1: The Elements of Art

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Sixth Grade Art

Unit 1: Elements of Art

Belleville Board of Education

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Unit Overview

Unit one focuses on the Elements of Art: line, shape, color, form, space, value, and texture.

This is a review unit that should be gone over quickly, focusing mainly on how to incorporate all the elements into artwork and process.

Elements of Art

- Review the elements, define each and give examples of how they are used.
- Practice incorporating the elements together into one exercise.
- Review how understanding the elements has helped with previous artwork.

Enduring Understandings

- All seven elements of art can be used in unison to create harmonious artwork.
- It is important to understand the basic fundamentals of art as a foundation for all art creation.
- Knowledge of the Elements of Art will help me to create successful artwork.

Essential Questions

- Why do the Elements of Art exist?
- How does the understanding of these elements make me a better artist?
- How do the Elements of Art help me to make a meaningful and visually pleasing artwork?
- How can the elements of art help me outside of the art-making process?

Exit Skills

By the end of Unit 1:

- All students will demonstrate an understanding of the Elements of Art by:
  - Naming all seven elements.
  - Defining and explaining all seven elements.
  - Using all seven elements in an exercise that reviews previous knowledge and prepares students for new endeavors.
  - Show understanding of the Elements of Art by effectively using them in different projects during this unit.

New Jersey Student Learning Standards (NJSLS)

VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
VPA.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.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.2.8.A.CS3	The arts reflect cultural morays and personal aesthetics throughout the ages.
VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
VPA.1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
VPA.1.3.8.D.CS5	Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.
VPA.1.3.8.D.CS6	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.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical

	proficiency and the work's content or form.
VPA.1.4.8.B.CS3	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

Interdisciplinary Connections

LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
MA.6.RP.A.2	Understand the concept of a unit rate □/□ associated with a ratio □:□ with □ ≠ 0, and use rate language in the context of a ratio relationship.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
HPE.2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
HPE.2.1.6.A.CS1	Staying healthy is a lifelong process that includes all dimensions of wellness.

Learning Objectives

After completing the elements of art students will be able to:

- **Describe** the Elements of Art in detail.
- **Name** what Elements of Art are used in their artwork and the artwork of others.
- **Sketch** examples of each element.
- **Produce** works of art that use multiple Elements of Art
- **Compare** how the same Element of Art is used in different artworks

Suggested Activities & Best Practices

1. Use kahoot.com to make a quiz to review what the students know about the Elements of Art at the beginning and end of the Unit.
2. As a group discussion, have students find what elements of art are prominent in important pieces of artwork.

Assessment Evidence - Checking for Understanding (CFU)

- Project (Summative)
- Portfolio (Benchmark)
- Participatory Assessment (Alternative)
- Peer Reviews (Formative)
- Sample Assessment #1: "Using thumbs-up/down after explaining each element to gage student understanding."
- Sample Assessment #2: "Before and after explaining each element, having students try to explain them in their own words."

In addition to the assessments listed above, the following assessments can be used to track progress:

- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Self- assessments
- Teacher Observation Checklist
- Unit review/Test prep

Primary Resources & Materials

- Color Wheel poster, or printout
- School and town libraries
- Various internet websites for art education.

Ancillary Resources

- Pinterest, Pinterest.com
- Artsonia, Artsonia.com
- The Getty Institute, getty.edu
- WebArt, webart.com
- Internet, Virtual Museum Tours
- Hand-outs
- YouTube videos related to art history, artists, or art creation.

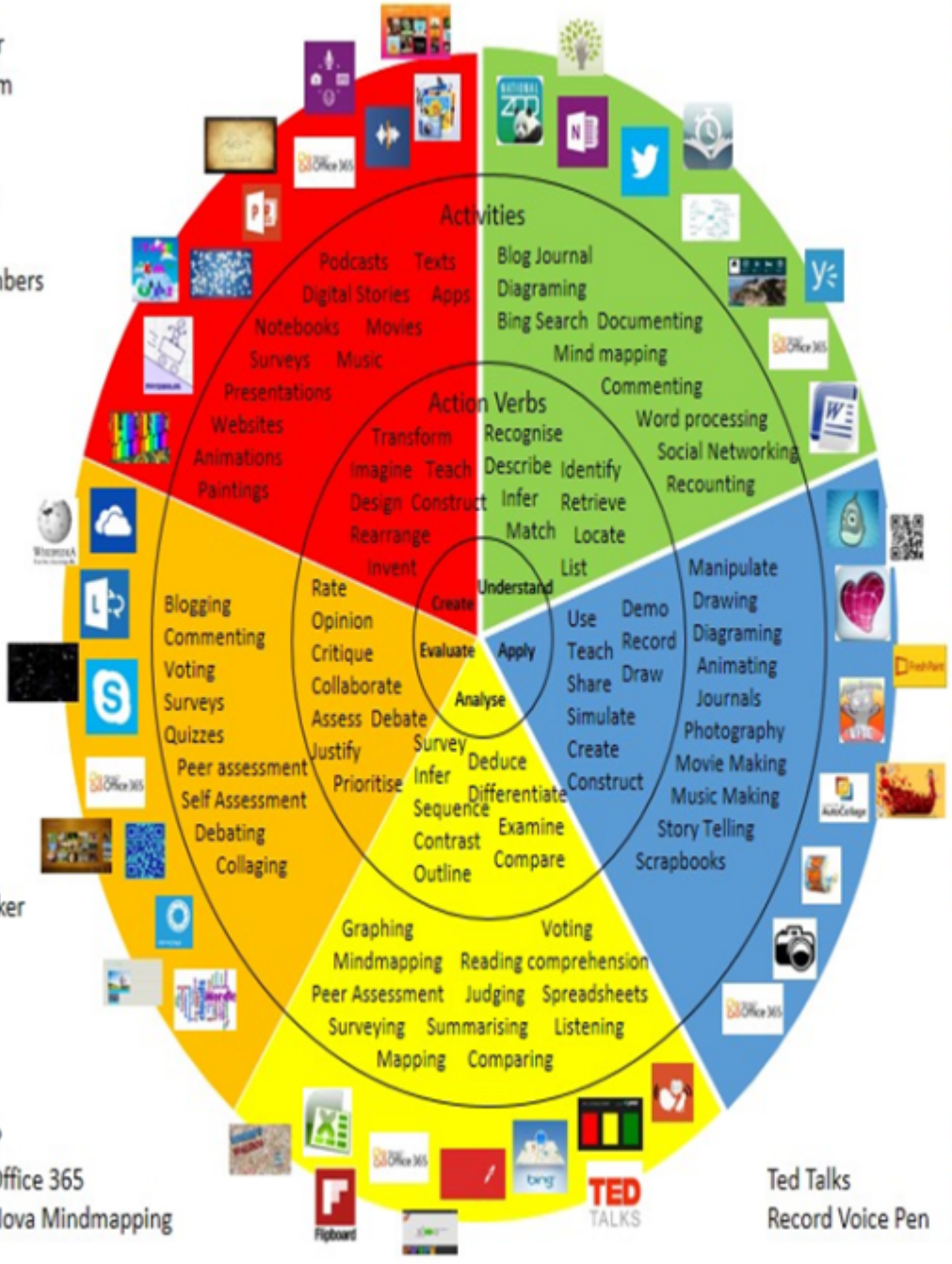
Technology Infusion

1. Using SmartBoard, show students short videos explaining the different elements of art.
2. As previously stated, use websites such as Kahoot.com to create a quiz on the elements of art, and have students use this to review the concepts learned in this unit.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Life and Career Skills
- Media Literacy

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to

	apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- When working on a project, students who are struggling with finishing a project will be given more time to do so.
- At the beginning of each class, to ensure that all students are aware of their goal, it will be written clearly on the board and read aloud.
- When working on a project for multiple weeks, an oral review of the work already completed to remind students of their progress will be given.

Differentiations:

- **Extra time to complete assignments**
- **Repeat directions**
- **Use manipulatives**
- **Multisensory approaches**
- **Additional time**
- **Preview vocabulary**
- **Visual presentation**

Hi-Prep Differentiations:

- **Independent research and projects**
- **Project-based learning**

Lo-Prep Differentiations

- **Choice of books or activities**
- **Goal setting with students**

- **Varied supplemental materials**

Special Education Learning (IEP's & 504's)

1. Use fist-to-five to review understanding of each element of art after introducing them.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- check work frequently for understanding
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner

English Language Learning (ELL)

1. Make a handout with the elements of art and visual examples of them.
2. Use slower rate and speech and verbal emphasis when discussing Elements of Art.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- decreasing the amount of workpresented or required
- providing study guides
- tutoring by peers

At Risk

1. Have student choose 3 or 4 different elements of art they would like to work with for each project in the unit.
2. Give time after project to review project with student. Which elements did they feel most confident in working

with, which ones did they find more difficult?

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- marking students' correct and acceptable work, not the mistakes
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

1. Using chrome books provided, have students help create Elements of Art kahoot game for younger grades to play.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Jen Stark Illustrations

NJSLS: Attached to the flagged section

Interdisciplinary Connection: Math

Statement of Objective: Students will learn about artist Jen Stark, color and pattern while creating an illustration inspired by her artwork.

Anticipatory Set/Do Now: Lesson will start with an introduction to the artist. I'll give students a brief background on Jen Stark and show the different pieces of her artwork. We'll have time to critique her work, talking about what they like/dislike about her art and why. Once we are done with critiquing, I will show

students a sample of the project we'll be making for this lesson; an illustration based off of her artwork.

Learning Activity: Students will be given a piece of white paper, pencils, and erasers. We'll start by making two "dripping" shapes, one on each top corner of the paper. We'll take one section, and lightly draw lines that follow the curves of the drips, making almost a striped pattern in the section. Once the lines are completely drawn for those sections, students will pick a color scheme of their choice to color that section in, making a pattern of their choosing. Once a section is done, they'll repeat this process in a new "dripping" section until the entire paper is full.

Student Assessment/CFU's: While showing students artist's work, were students able to critique it? Were students able to identify the use of line and pattern in her work, as well as their own? If so, is this apparent in their final project? After the initial artist introduction, were students able to identify the artist and their artwork?

Materials: Mr.Sketch Markers, pencils, paper, erasers.

21st Century Themes and Skills: attached below

Differentiation: More time, space and hands-on assistance if needed or requested.

Integration of Technology: Use of laptop and smartboard for artist/artwork display.

MA.6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.2.8.A.CS3	The arts reflect cultural morays and personal aesthetics throughout the ages.
VPA.1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
VPA.1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
VPA.1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for

	original artworks.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.