

Unit 1 - ELEMENTS OF ART

Content Area: **Art**
Course(s): **Sample Course**
Time Period:
Length: **10 days & Grades 10.11.12**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

PRINTMAKING

ELEMENTS OF ART

Belleville Board of Education

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Board Approved:

Board Approved:

Art educators are responsible for creating effective and creative lessons designed to accommodate all learning levels for all students in our district while also addressing the NJSLs for the State of New Jersey. Interdisciplinary connections are achieved and noted where applicable. Art history and cultural connections are included as well. NJSLs are also included and noted in each section.

Areas of content include the *Elements of Art*: **color, value, shape, form, space, line, and texture**. Another main focus is made on the *Principles of Design*, which are: **balance, unity, directional movement, focal point, variety, rhythm, proportion and emphasis**. There are many basic concepts that underlie the field of design. They are often categorized differently depending on philosophy or teaching methodology. Other variations may include: **dominance, harmony, contrast, repetition, gradation, and functionality**. The principles can also be broken down into more specifics such as: **symmetrical and asymmetrical; similarity, proximity and alignment; positive and negative space; rule of thirds; visual center; typography; closure; continuance; contrast or opposition** - the list goes on...

The purpose of guide is to present a sequential plan in the area of Fine Arts Lessons. This visual based curriculum includes lessons in creating, exploring, and critiquing, as well as historical and cultural aspects of the artistic eras. Each lesson is designed to allow students to use learned methods and skills, explore new mediums, embrace their personal creativity and self expression, research art history, participate in critiques, and help students find their soul connection to their art work and teach them to believe in themselves and all their mind and individual creativity has to offer.

This curriculum guide should be revised as specified to meet the standards and provide optimal educational opportunities. Modifications or adaptations can be utilized to promote differentiated learning for all students. This visual arts curriculum accommodates and empowers a multitude of learning styles and abilities. The sequential format of skill-building lessons will provide the basis for continuity, understanding and accomplishment in the area of visual arts.

Unit Overview

Unit 1 - ELEMENTS OF ART, PRINCIPLES OF DESIGN

- 1.** Allow students to discover the diversity in and connections among forms of communication throughout printmaking history.
- 2.** Students will learn how people have responded to and communicated their experiences through printmaking by exploring technique, tools, form and function.
- 3.** Introduce students to the art world as active participants, engaging with its forms and content as they research, discuss design, artists, the design process, inventions, equipment, experimentation, and interpretations of design.
- 4.** Allow students to use their knowledge of the Elements of Art (line, shape, form, color, space, texture) and the Principles of Design (balance, emphasis, movement, repetition, rhythm, variety, unity).

Enduring Understanding

Enduring understandings:

1. Creativity and innovative thinking are essential life skills that can be developed.
2. Objects, artifacts, and artworks collected, preserved, or presented either by artists, museum, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
3. Visual imagery influences understand of and responses to the world.
4. Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, experiences.
5. A lighter area placed next to a darker area will create a separation. Drawing a line is not necessary.
6. The Elements of Art are line, shape, form, space, value, color, and texture. They are the building blocks of visual works of art, they allow us to analyze, appreciate, create and present art.
7. The Principles of Design are pattern, emphasis, unity, balance, contrast, rhythm & movement. They organize the Elements in a work of art.

Essential Questions

Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. How do artist work?

3. What role does persistence play?
4. What is an art museum?
5. What is an image?
6. How does engaging in creating art enrich people's lives?
7. How does tonality (value) create edges of objects?
8. What are the Elements of Art?
9. What are the Principles of Design.

Exit Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

What are the **Exit Skills** that the students should have acquired by the end of this Unit?

Examples:

By the end of Grade 1, ELA Unit 1, the student should be able to:

- Print his/her full name
- Identify/print capital letters
- Identify/print lowercase letters

New Jersey Student Learning Standards (NJSLS-S)

| | |
|------------------------|---|
| VA.9-12.1.5.12acc.Cr1 | Generating and conceptualizing ideas. |
| VA.9-12.1.5.12acc.Cr1a | Individually and collaboratively formulate new creative problems based on student's existing artwork. |
| VA.9-12.1.5.12acc.Cr1b | Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. |
| VA.9-12.1.5.12acc.Cr2a | Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. |
| VA.9-12.1.5.12acc.Cr3 | Refining and completing products. |
| VA.9-12.1.5.12acc.Cr3a | Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. |
| VA.9-12.1.5.12acc.Pr4 | Selecting, analyzing, and interpreting work. |
| VA.9-12.1.5.12acc.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| VA.9-12.1.5.12acc.Re7b | Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. |

Interdisciplinary Connections

INTERDISCIPLINARY CONNECTIONS

Social Studies:

Developments in painting during the Renaissance and the Enlightenment through to Modern Day art.

World History:

Global studies.

World Language:

Big ideas, words, phrases, themes.

21st Century Life Skills:

Creative, critical thinking, collaborative problems solving.

| | |
|----------------|--|
| LA.RH.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| SOC.6.1.12.B.1 | Geography, People, and the Environment |
| SOC.6.1.12.C.1 | Economics, Innovation, and Technology |

Learning Objectives

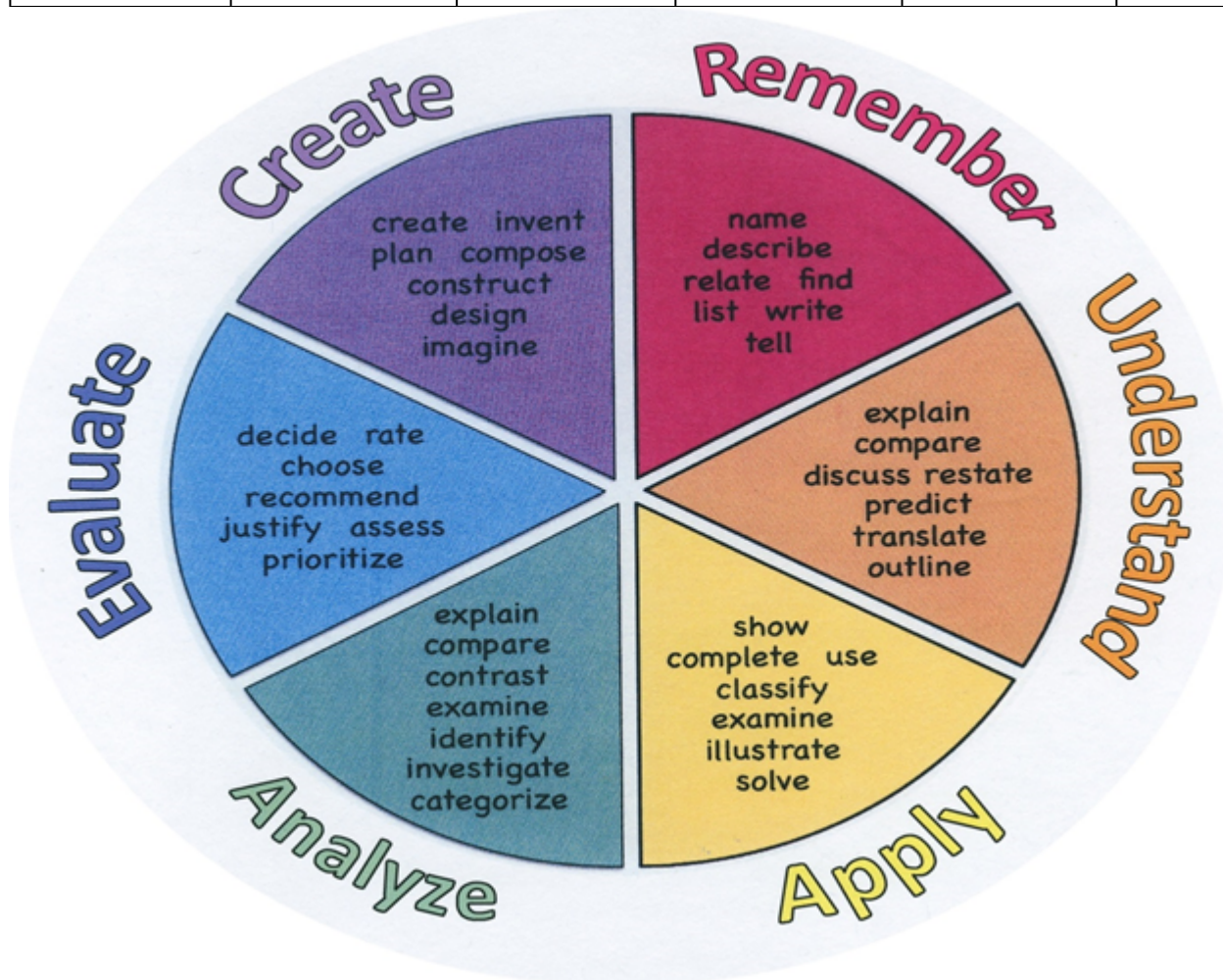
Learning Objectives:

- Identify basic problem solving.
- Incorporate correct vocabulary for use in formal analysis of art.
- Exhibit proper tool safety.
- Demonstrate knowledge of color theory.
- Integrate value in both gray-scale and color.
- Illustrate transparency in watercolors.
- Understand the difference between landscape, still life, and portrait.
- Demonstrate how to enlarge artwork in proportion.
- Design foreground, middle ground, and background in compositions.
- Devise various paths that effectively use Elements of Art and Principles of Design in works of art.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|----------|---------------|------------|---------------|-----------|-------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |

| | | | | | |
|-----------|-------------|-------------|--------------|---------|-------------|
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



Suggested Activities & Best Practices

Examples of Suggested Activities:

- Read ScholasticArt magazine - Visual Culture: Art, Graphic Design, and Emoji
- Create value scales using watercolors
- Use Quizlet to review appropriate vocabulary words for the unit.

Assessment Evidence - Checking for Understanding (CFU)

Assessment Evidence:

1. Sketchbooks/Journals (formative assessment)
2. Individual critiques (formative assessment)
3. Group critiques (alternative assessment)
4. Admit tickets (formative assessment)
5. Exit Tickets (formative assessment)
6. Study Guides (formative assessment)
7. Teacher Daily Observations (formative assessment)
8. Summary Questions (summative assessment)
9. Cooperative structured learning activities (formative assessment)
10. Do-Now Activities (formative assessment)
11. Portfolio Review (summative assessment)

- Admit Tickets
- Anticipation Guide

- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Books: *Principles of Two-Dimensional Design* by Wucius Wong
Art Fundamentals by Ocvirk, Bone, Stinson, Wigg
Design: Elements and Principles by Dorothea Malcom
Art Synetics by Nicholas Roukes

Surrealism by Fiona Bradley
Still Life by Grange Books
Complete Guide to Watercolor Painting by Edgar A. Whitney
Chuck Close: Work by Christopher Finch

Magazines: *Art in America*, *ArtNews*

Ancillary Resources

Hand-outs on Elements and Principles, shading/value studies, facial proportions

PowerPoint presentations of examples/student work

Historical and contemporary references such as Cezanne, Monet, Gauguin, Matisse, Dali, Frazetta, Parish, Chuck Close, David Cooke, Amy Shook, Elaine Bolz

Museum/Gallery visits

Visiting artists

College/trade/technical school visits

Technology Infusion

Examples could include:

Online museum/gallery sites: ex.-Museum of Modern Art, www.moma.org

Pinterest such as www.pinterest.com/msdriskill/

Classroom and artist blogs

Aurasma and other altered realities

Google cultural institute

Art critiques on social media

Ipad apps such as Adobe Sketch

QR codes

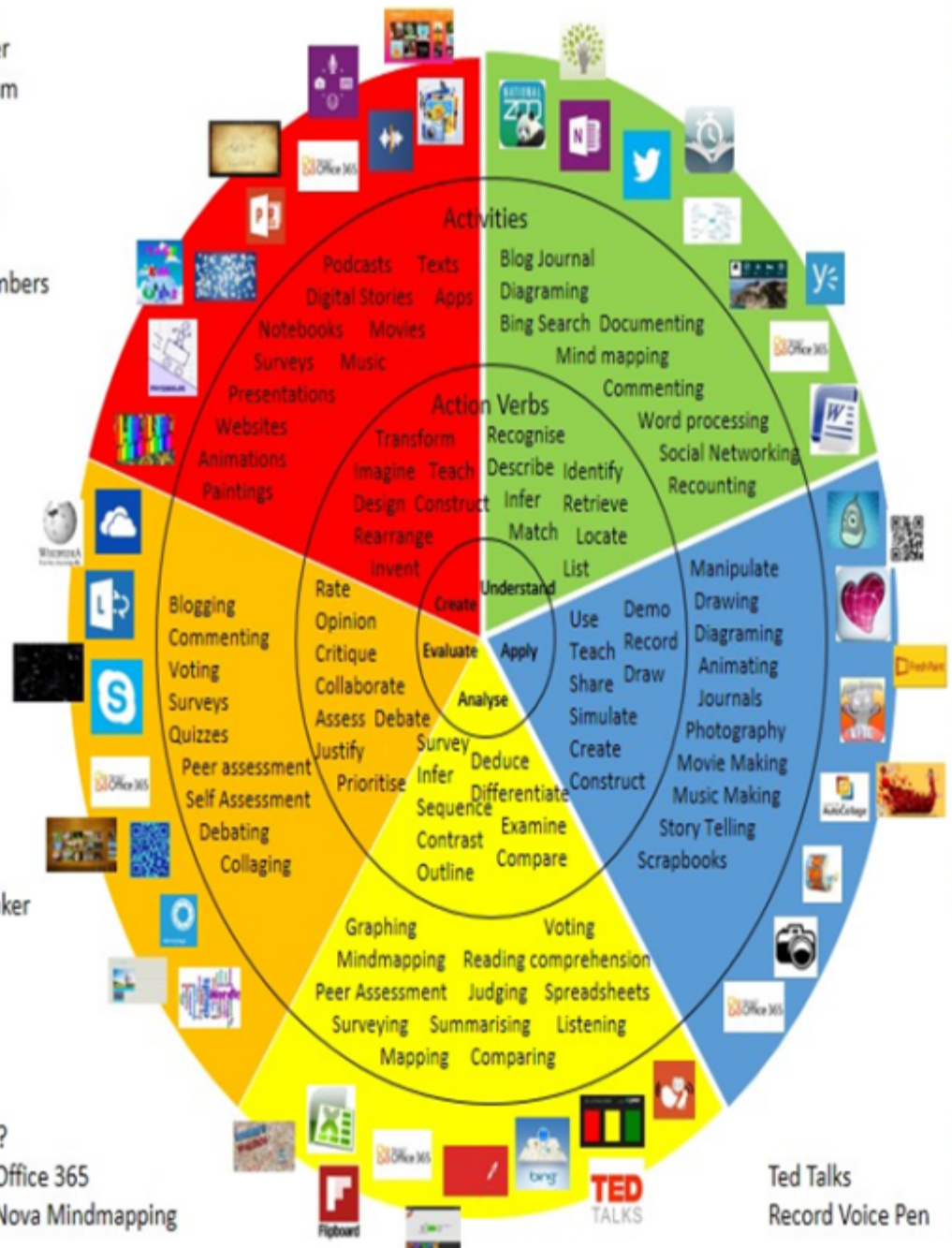
Quizlet for studying appropriate vocabulary lists

Kahoot

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

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

Ted Talks
Record Voice Pen



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.

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|-------------------|--|
| | Key Ideas and Details |
| MA.G-GMD | Geometric Measurement and Dimension |
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| 9-12.HS-PS1-2.6.1 | Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. |

21st Century Skills/Interdisciplinary Themes

1. Communication and Collaboration
2. Information Literacy
3. Media Literacy
4. Communication and Collaboration
5. Creativity and Innovation
6. Life and Career Skills
7. Critical Thinking and Problem Solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills

- Media Literacy

21st Century Skills

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy

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

Differentiation

1. Students will have the same subject matter but will have different outcomes.
2. Progress will be the same but the product will be different.
3. Guided instruction, direct instruction, group instruction.
4. Assist students with IEP & 504 guidelines.
5. Study guides, group and peer instruction, extended time/ test time, oral testing
6. Small group instruction
7. Small group assignments
8. Extra time to complete assignments
9. Pairing oral instruction with visuals
10. Repeat directions
11. Scheduled breaks
12. Rephrase written directions
13. Alternative formative and summative assessment
14. Leveled rubrics
15. Project-based learning
16. Exploration by interest
17. Open-ended activities

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives

- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills

- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

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

- additional time for skill mastery
 - preview of content, concepts, and vocabulary
 - behavior management plan
 - have student repeat directions to check for understanding
 - teacher initiated weekly assignment sheet
 - assistive technology
 - check work frequently for understanding
 - secure attention before giving instruction/directions
 - multi-sensory presentation
 - preferential seating
 - Reduced/shortened written assignments
 - printed copy of board work/notes provided
 - peer tutoring
 - testing with counselor
-
- printed copy of board work/notes provided
 - additional time for skill mastery
 - assistive technology
 - behavior management plan

- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

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- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic. Eliminate nonessential information
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- reducing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- provide an interpreter
- translate study guides

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- decreasing the amount of work presented or required
 - using videos, illustrations, pictures, and drawings to explain or clarify
 - tutoring by peers
 - having peers take notes or providing a copy of the teacher's notes
 - providing study guides
 - allowing students to correct errors (looking for understanding)
 - marking student's correct and acceptable work, not the mistakes
 - reducing or omitting lengthy outside reading assignments
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - modifying tests to reflect selected objectives
 - allowing the use of note cards or open-book during testing
 - communication with counselor, parent/guardians in reference to the lesson.
 - after school project/specific tutoring
 - extra one-on-one class time relating to Elements of Art/Principles of Design.
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- 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
 - allowing the use of note cards or open-book during testing
 - 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 work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Create a blog or social media page about their unit
 - Debate issues with research to support arguments
 - Complete activities aligned with above grade level text using Benchmark results
 - Advanced problem-solving
 - Above grade level placement option for qualified students
 - Higher order, critical & creative thinking skills, and discovery
 - Flexible skill grouping within a class or across grade level for rigor
 - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
 - Multi-disciplinary unit and/or project
 - Allow students to work at a faster pace
 - Communicating with parent/guardian regarding after school classes
 - Communicating with parent/guardian regarding college opportunities
 - Offering after school art experiences
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- Above grade level placement option for qualified students
 - Advanced problem-solving
 - Allow students to work at a faster pace
 - Cluster grouping
 - Complete activities aligned with above grade level text using Benchmark results
 - Create a blog or social media page about their unit
 - Create a plan to solve an issue presented in the class or in a text
 - Debate issues with research to support arguments
 - Flexible skill grouping within a class or across grade level for rigor
 - Higher order, critical & creative thinking skills, and discovery
 - Multi-disciplinary unit and/or project
 - 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: Elements of Art and Principles of Design: Drawing & Acrylic Painting - Still Life Reflective Glass Using Acrylic Paint/Critique

NJSLS: VA.9-12.1.5.12acc.Cr1, VA.9-12.1.5.12acc.Cr1a, VA.9-12.1.5.12acc.Cr1b, VA.9-12.1.5.12acc.Cr2a

INTERDISCIPLINARY CONNECTION: Northern European History of the 17th Century, Mathematical Ratios and Proportions.

STATEMENT OF OBJECTIVE: SWDAT increase knowledge of glazing, stumping, and sgraffito using acrylic paint, application of shades and highlights to create the illusion of dimension; observational skills applied using ratios and proportions, critique works for their formal qualities.

ANTICIPATORY SET/DO NOW: Formulate, hypothesize, and plan an exercise using different acrylic paint techniques and useful criticism to deconstruct individual work.

LEARNING ACTIVITY: Clarify, describe, and discuss how to mix acrylic paint, add glazing mediums, tools to be used for sgraffito and critique methods helpful towards the goal.

STUDENT ASSESSMENT/CFU's: Class Participation/Discussion, Group Work, Teacher Observation, test/quiz, Project rubrics, critiques.

MATERIALS: Canvas board, pencils, acrylic paint, brushes, internet reference, YouTube, reference books.

DIFFERENTIATION: Students will have the same subject matter but will have different outcomes. (Progress will be the same but the product will be different). Guided instruction, direct instruction, group instruction. Assist students with IEP & 504 guidelines. Study guides, group and peer instruction, extended time/ test time, oral testing

INTEGRATION OF TECHNOLOGY: Museum Virtual Tours, Google Classroom, Access to internet for image references, Pinterest boards.

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|------------------------|--|
| VA.9-12.1.5.12acc.Cr | Creating |
| VA.9-12.1.5.12acc.Cr1a | Individually and collaboratively formulate new creative problems based on student's existing artwork. |
| VA.9-12.1.5.12acc.Cr1b | Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. |
| VA.9-12.1.5.12acc.Cr2a | Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. |
| VA.9-12.1.5.12acc.Cr2b | Demonstrate awareness of ethical implications of making and distributing creative work. |
| VA.9-12.1.5.12acc.Cr2c | Redesign an object, system, place, or design in response to contemporary issues. |