# Unit 1- ELEMENTS & PRINCIPLES

Content Area: **Art**
Course(s): **Sample Course**
Time Period: **September**
Length: **15 days & Grades 10,11,12**
Status: **Published**

**DRAWING & PAINTING**

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

**DRAWING & PAINTING - Grades 10, 11, 12**

**ELEMENTS OF ART, PRINCIPLES OF DESIGN**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by: JOANNE DE FLORIO, Teacher of Art**

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. Joseph Lepo, Director of Secondary Education

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 or 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 history.

**2.** Students will learn how people have responded to and communicated their experiences through art by exploring 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

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, and

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

**By the end of Unit 1:**

Creating:

- Use multiple approaches to begin creative endeavors.
- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
- Engage in making a work of art or design without having a preconceived plan.
- Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting:

- Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- Analyze and evaluate the reasons and ways an exhibition is presented.
- Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Responding

- Hypothesize ways in which art influences perception and understanding of human experiences.
- Analyze how one's understanding of the world is affected by experiencing visual imagery.
- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- Establish relevant criteria in order to evaluate a work of art or collection of works.

Connecting

- Document the process of developing ideas from early stages to fully elaborated ideas.
- Describe how knowledge of culture, traditions, and history may influence personal responses to art.

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| 1.5.12acc.Cr1 | Generating and conceptualizing ideas. |
| 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. |
| 1.5.12acc.Cr2a | Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. |
| 1.5.12acc.Cr2c | Redesign an object, system, place, or design in response to contemporary issues. |
| 1.5.12acc.Cr3 | Refining and completing products. |
| 1.5.12acc.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| 1.5.12acc.Cn10a | Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking. |

## Interdisciplinary Connections

**Interdisciplinary Connections**

**World History:**

Global studies.

**World Language:**

Big ideas, words, phrases, themes.

21st Century Life Skills:

Creative, critical thinking, collaborative problems solving.

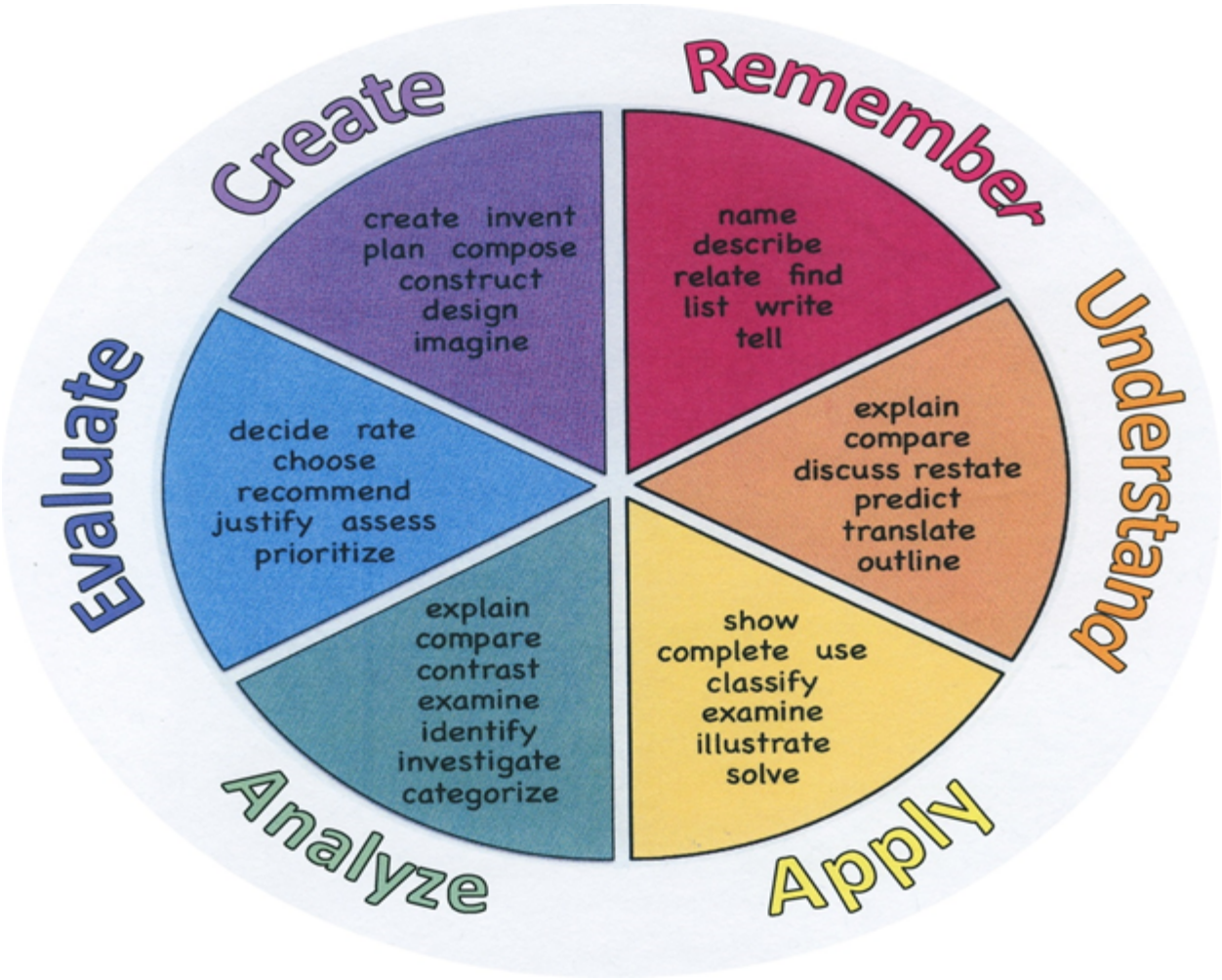
| | |
|---|---|
| | Key Ideas and Details |
| | Integration of Knowledge and Ideas |
| SOC.6.1.12.D.3 | History, Culture, and Perspectives |

## 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)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

- 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

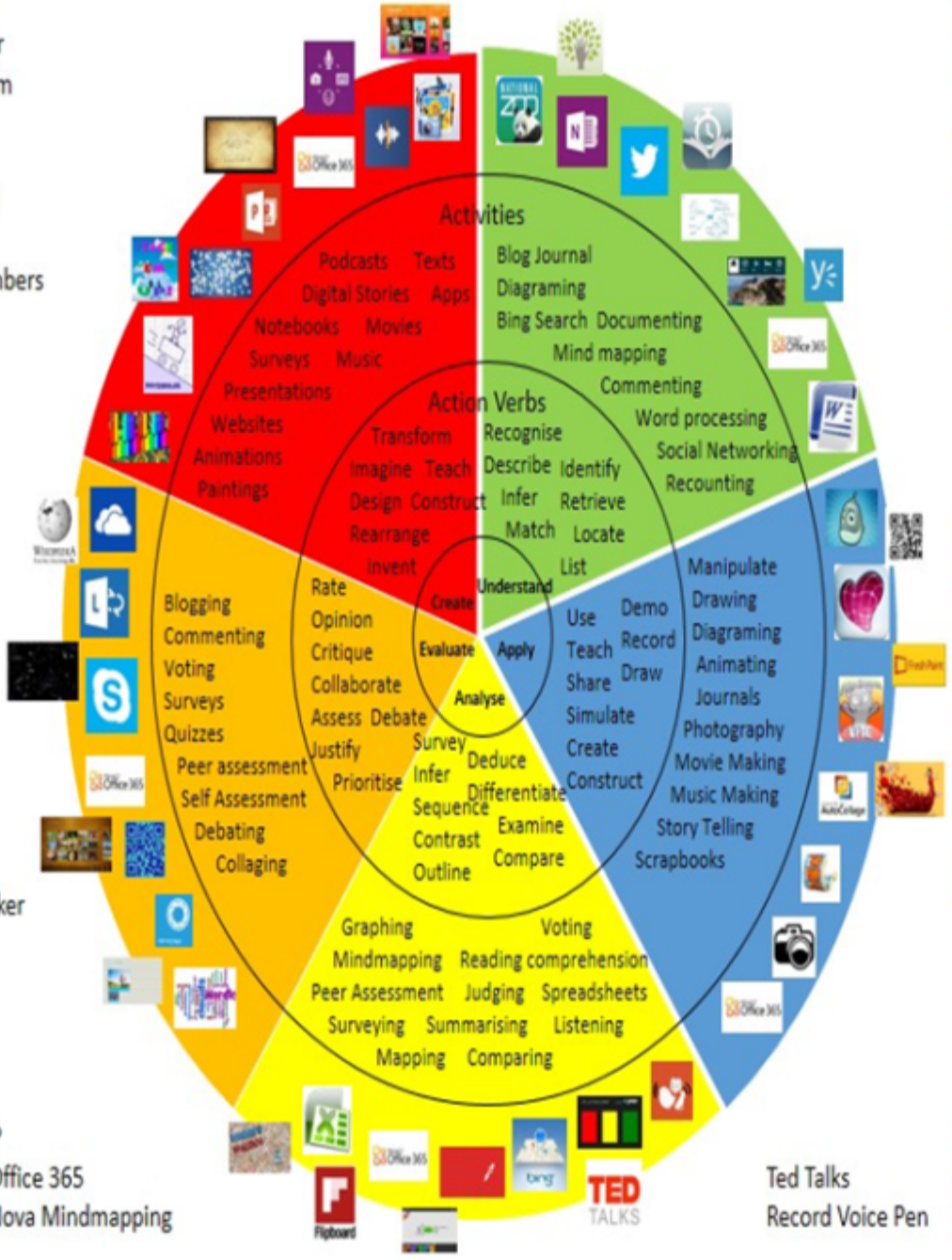
Quizlet for studying appropriate vocabulary lists

Kahoot

# 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.

| | |
|---|---|
| 1.5.12acc.Cr | Creating |
| | Key Ideas and Details |
| 9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth. |
| | Investigate |
| MA.G-CO.D | Make geometric constructions |
| 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. |
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |

## 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

Global Awareness

Financial, Economic, Business and Entrepreneurial Literacy

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

## 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)

- 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 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)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented 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.

- 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 workpresented 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 opportiniites
- Offering after school art experiences

- 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, stumpling, 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, hypothicize, and plan an exercise using different acrylic paint techniques and useful criticism to deconstruct individual work.

**LEARNING ATIVITY:** Clarify, describe, and discuss how to mix acrlic 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.