

Unit 1: The Elements of Art

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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Art: Grade 2

Unit 1: The Elements of Art

Belleville Board of Education

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Unit Overview

- Unit Overview

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

Spend some time reviewing previous elements' understanding. Focus more time on new elements.

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Line

- Define line as a mark with length and direction. A line is a continuous mark made on a surface by a moving point.
- Review various types of lines such as: straight, wavy, curved, zig-zag, dotted, dashed, spiraling, thick, thin, bold, etc.
- Review line directions such as vertical, horizontal, diagonal.

Shape

- Define a shape as a flat enclosed area created by a line that begins and ends at the same point.
- Review geometric shapes such as square, circle, oval, rectangle, triangle, etc.
- Review the number of sides each geometric shape has.
- Discuss organic shapes. Define them as shapes that are free flowing, without well-defined edges. Organic shapes occur in nature.

Color

- Review the primary colors: red, yellow, and blue.
- Review the secondary colors: orange, violet, and green.
- Review the color wheel and find all the primary and secondary colors on it.

- Review ROYGBIV and help students to learn the acronym.
- Review color mixing, red and yellow combine to make orange, etc.
- Review color temperature. Discuss warm colors (red, yellow, orange) and cool colors (blue, green, violet). Find the colors on the color wheel and explain their placement on the wheel.

Form

- Review forms, define them as a three dimensional geometric shape.
- Demonstrate examples of forms such as a sphere, cylinder, cube, cone, pyramid, etc.
- Review how to draw forms and practice drawing them.

Space

- Define space as the distance or areas around, between and within objects in your artwork.
- Explain there are two types of space in your artwork, positive and negative space. Positive space is the area taken up by the object(s) in the artwork, the negative space is the space surrounding it/them.
- Discuss using space appropriately. Do not create tiny artwork on a large surface area.
- Explore spacial relationships through a project.

Value

- Define value as the lightness or darkness of a color.
- Explain that it can be achieved by adding white or black to a color, or can be achieved by how you apply the medium.
- Practice value scales. Explore adding tints (white) and shades (black) to a medium to achieve new colors.

Texture

- Define texture as the tactile quality of a surface. How it feels when it is touched.
- Texture can be felt, but there is such a thing as visual texture; the texture that a depicted object seems to represent.
- Discuss how artists can portray something that is soft, coarse, bumpy, wet, spikey, etc.
- Practice drawing various textures.

Exit Skills

By the end of Unit 1:

- All students will demonstrate an understanding of line by:
 - Defining what a line is.
 - Drawing various types of lines in different directions.
- All students will demonstrate an understanding of shape by:
 - Defining what a shape is.
 - Naming various geometric shapes.
 - Drawing various geometric shapes.
 - Ability to state the number of sides each shape has.
- All students will demonstrate an understanding of color by:

- Naming the primary colors.
- Naming the secondary colors.
- Locating the colors on the color wheel.
- Using the acronym ROYGBIV to name the colors of the rainbow in order.
- Explain what primary colors are used to create each secondary color.
- All students will demonstrate an understanding of form by:
 - Defining what a form is.
 - Naming various forms.
 - Drawing various forms.
 - Ability to state the difference between a shape and a form.
- All students will demonstrate an understanding of space by:
 - Defining what space is in art.
 - Knowing the difference between positive and negative space.
 - Using the space allotted appropriately.
- All students will demonstrate an understanding of value by:
 - Defining what value is in art.
 - Explaining various ways you can achieve different values.
 - Explaining what a tint or shade is.
- All students will demonstrate an understanding of texture by:
 - Defining what texture means.
 - Explaining that texture can be understood through vision, not only touch.
 - Drawing various types of texture.

Enduring Understanding

- Lines are used to communicate thoughts.
- Lines can create numbers, letters and shapes.
- Lines can be infinite.
- Shapes are created by lines.
- Shapes can be used to create images.
- Primary colors cannot be created.
- Primary colors can be used to create all other colors.
- Colors have a specific order.
- Acronyms can be used to help to remember something in a specific order.
- Mixing too many colors together does not result in the effect that I expect.
- Forms are shapes with height, width, and depth.
- Drawing forms gives my art the illusion of depth.
- It is important to use the surface of a space fully.
- Understanding positive and negative space can help make my artwork more interesting.
- Colors change with light and the absence of it.
- The use of white or black in my artwork can help to modify the colors to create a more realistic effect.
- Texture is not only tactile, visual texture is understood by the eye as a sense.
- Textures can be depicted by simple lines and shapes.

Essential Questions

- Why do we have lines?
- How does drawing lines help with communication?
- What are other forms of communication?
- Why do certain shapes have names?
- How does the understanding of sides to a shape help to interpret what shape is being drawn?
- What is color?
- Can I create primary colors?
- How does understanding color help us with our art endeavors?
- What happens if I mix all the colors together?
- How does the use of a form help to elevate artwork?
- Why is understanding space important to my artwork?
- How can I make my color lighter?
- How can I make my color darker?
- How does my brain understand texture?
- Do I need to feel something to know how it feels?

Learning Objectives

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

Describe each element of art.

Demonstrate an understanding of each element.

Conclude what elements are used in artwork they observe.

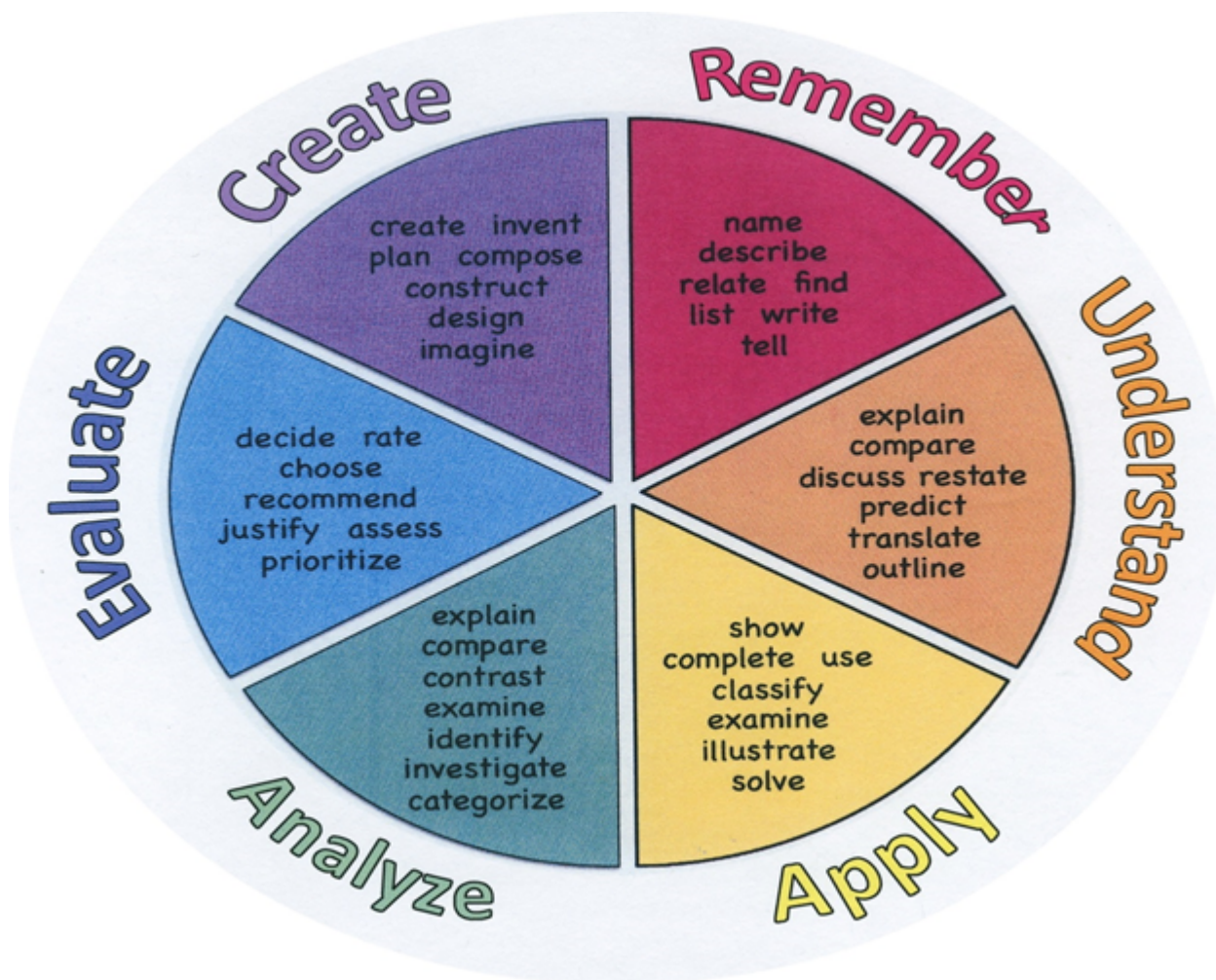
Compose artwork using the elements of art.

Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

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				



Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

LA.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
MA.2.G.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
MA.2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
MA.2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
HPE.2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.1.2.D.CS1	Using personal safety strategies reduces the number of injuries to self and others.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy

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

21st Century Skills

- 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

Technology Infusion

SmartBoard (where available), Projector, ipad, Computer, Internet for reference or websites with relevant art information.

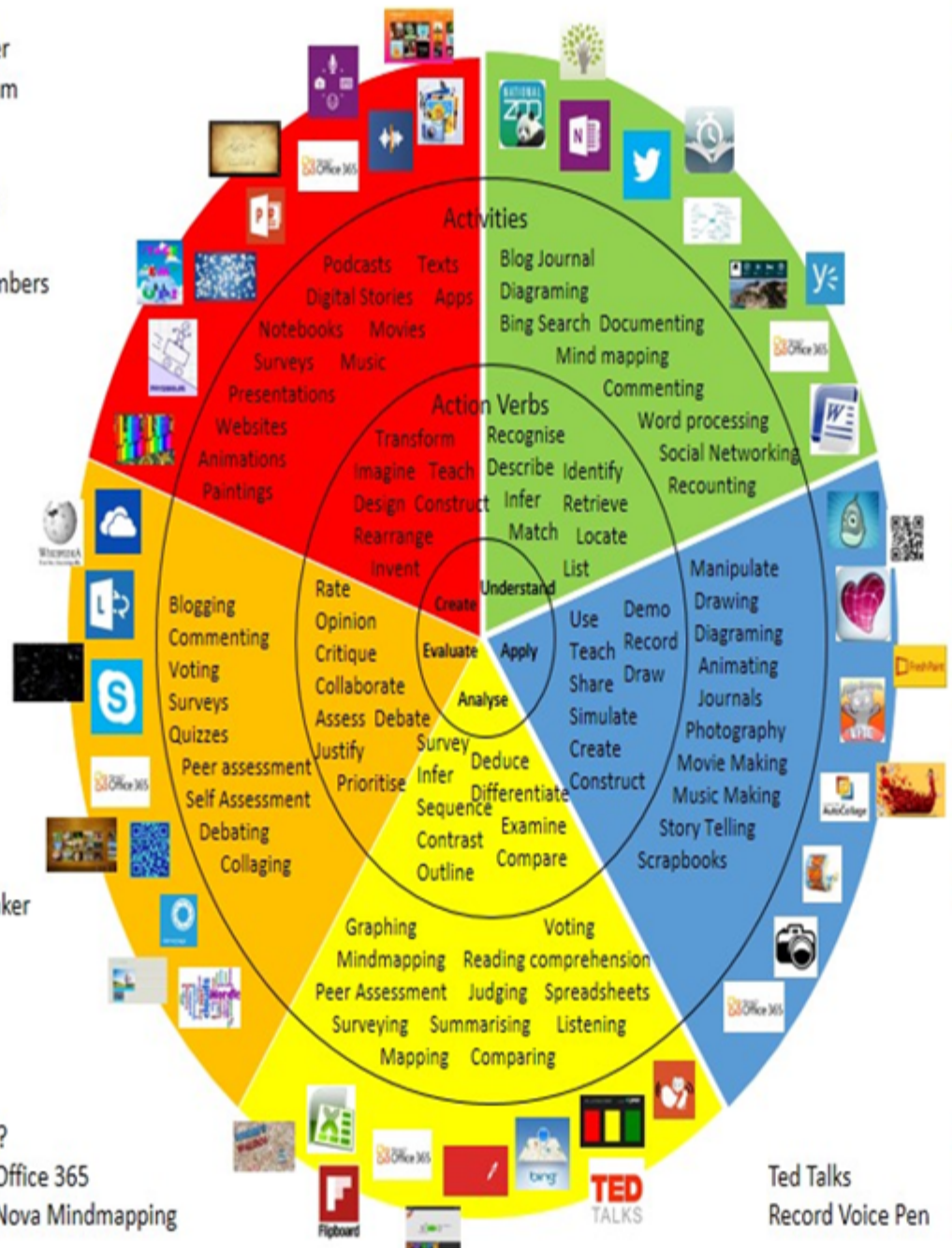
Win 8.1 Apps/Tools Pedagogy Wheel

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
Flipboard
Office 365
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

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Repeat directions as needed.
- Modified expectations for task completion.
- Project-based learning.
- Pairing oral instructions with visual.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.
- Added time to complete assignments.
- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

Special Education

- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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

ELL

- 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

Intervention Strategies

- 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

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

Ancillary Resources

- Pinterest, [Pinterest.com](https://www.pinterest.com)
- Artsonia, [Artsonia.com](https://www.artsonia.com)
- The Getty Institute, [getty.edu](https://www.getty.edu)
- WebArt, [webart.com](https://www.webart.com)
- Internet, Virtual Museum Tours
- Hand-outs
- YouTube videos related to art history, artists, or art creation.

Sample Lesson

Unit Name: Color Theory

NJSLS:

VPA.1.1.2.D.1 - [*Cumulative Progress Indicator*] - Identify the basic elements of art and principles of design in diverse types of artwork.

VPA.1.3.2.D.1 - [*Cumulative Progress Indicator*] - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

VPA.1.3.2.D.2 - [*Cumulative Progress Indicator*] - Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

VPA.1.3.2.D.3 - [*Cumulative Progress Indicator*] - Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

VPA.1.3.2.D.5 - [*Cumulative Progress Indicator*] - Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

VPA.1.4.2.A.1 - [*Cumulative Progress Indicator*] - Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

Interdisciplinary Connection: Geometry, Science

Statement of Objective: SWDAT create secondary colors from primary colors by using a wet on wet painting technique in the drawing of beakers that they've drawn.

Anticipatory Set/Do Now: What vessel do scientists use to combine various liquids?

Learning Activity: Students will review how to draw three dimensional vessels. Go over forms. Once students have completed their drawings of three beakers, demonstrate how to do a wet on wet water coloring technique to mix the primary colors and create the secondary colors. Set projects aside to dry on the rack for next week.

Student Assessment/CFU's: Evaluation rubrics, go-around, teacher observation.

Materials: 9x12 tag board, watercolor paint, paint brushes, pencils, erasers, sharpies, black construction paper, chalk pastels.

21st Century Themes and Skills: Creativity and Innovation, Critical Thinking and Problem Solving.

Differentiation: Visual demonstrations and aides available for visual learners; Class discussion and explanation for auditory learners; Physical creation, hands-on work, for kinesthetic learners.

Integration of Technology: Examples will be shown on my computer, or my ipad, whenever applicable.