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

Second Grade Art

Unit 1: The 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.

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.

Enduring Understandings

- 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?

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.

New Jersey Student Learning Standards (NJSLS)

VPA.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
VPA.1.3.2.D.1	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	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	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.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
VPA.1.3.2.D.5	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	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.).
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Interdisciplinary Connections

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.
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.
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.
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.
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.

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.

Suggested Activities & Best Practices

1. Review line by doing a quick warm-up drawing having students use four different types of line.

2. Review the color wheel with students, giving them new vocabulary and colors that fit their definitions (secondary colors, complementary colors).

3. Start unit by having students do a KWL chart with the Elements of Art on the board.

Assessment Evidence - Checking for Understanding (CFU)

- Project (Summative)
- Portfolio (Benchmark)
- Participatory Assessment (Alternative)
- Peer Reviews (Formative)
- Sample Assessment: "Creating and using flashcards with students that review the Elements of Art with them."

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
- Evaluation rubrics
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- KWL Chart
- 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.

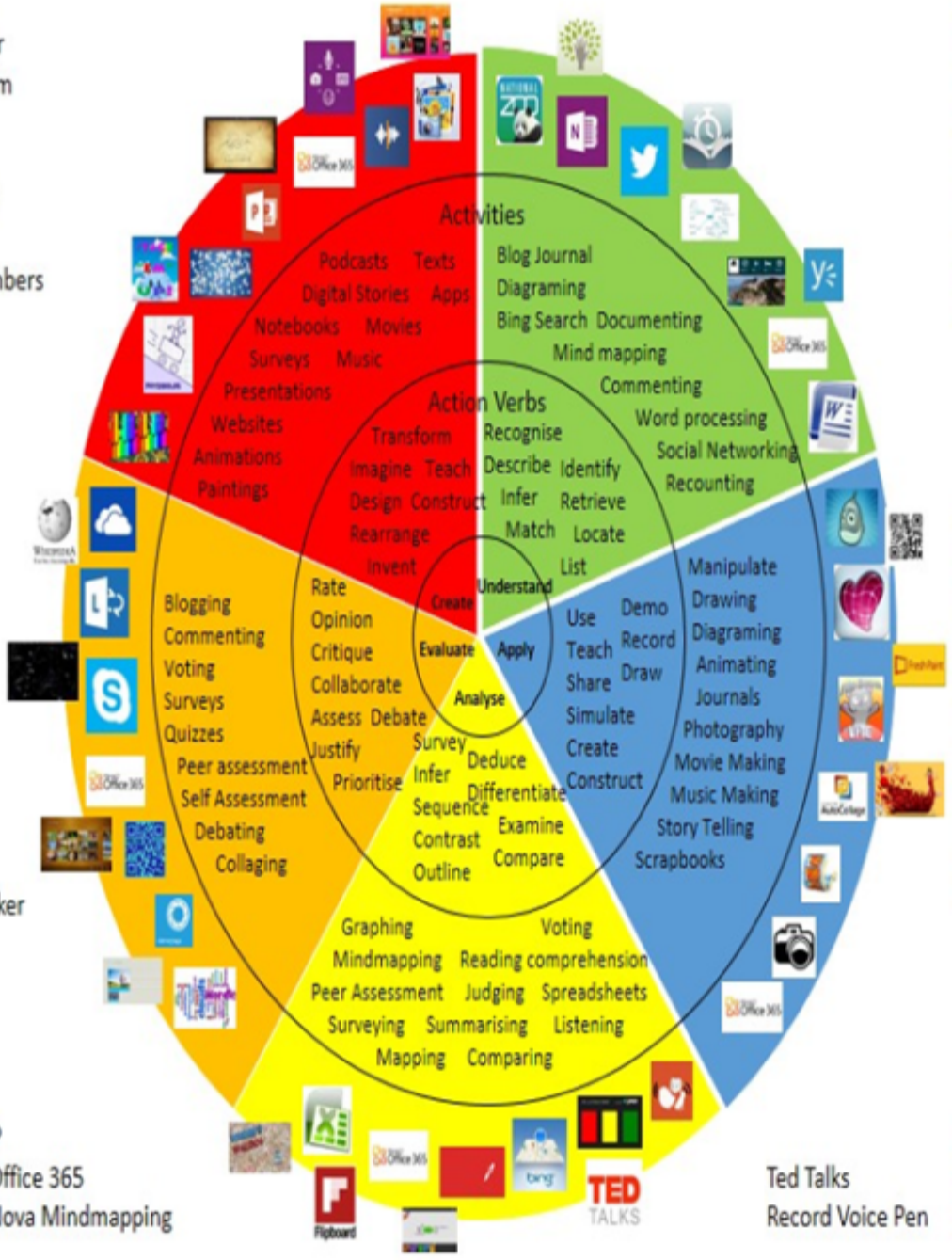
Technology Infusion

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 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.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.2.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- 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.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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.

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

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. Giving out a laminated or hand-held version of a color wheel for students to touch and interact with while we review

different colors and color theories.

2. Using hands-on assistance to help students familiarize themselves with drawing different types of lines and shapes.

- 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
- reduced/shortened reading assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner

English Language Learning (ELL)

1. Slower rate of speech and verbal emphasis on important vocabulary, phrases and directions.

2. Printed handouts of information on the Elements of Art, potentially with bilingual vocabulary next to them.

- 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
- tutoring by peers

At Risk

1. Using thumbs up and verbal praise to highlight student's successes in the project as well as to keep them on track. Ex "Great job showing me different types of lines in your drawing" or "Nice mixing colors".

2. Using fist-to-five to check for student understanding after directions for projects are given.

- 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. Have student create posters for different Elements of Art if they complete their project early.

- 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: Color Theory

NJSLS: attached below

Interdisciplinary Connection: Geometry

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.

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.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
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VPA.1.3.2.D.1	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	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.CS1	Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.
VPA.1.3.2.D.CS3	Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.