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

Third 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.

This is a review unit, focusing mainly on how to incorporate all the elements into artwork and process. Students will review their previous knowledge of the elements, as well as identify their application of them in their current artworks.

Elements of Art

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

Enduring Understandings

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual arts influences understanding of and responses to the world.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Essential Questions

- What is visual art?
- Where and how do we encounter visual arts in our world?
- How do visual arts influence our views of the world?
- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?

- How do artists and designers learn from trial and error?

Exit Skills

By the end of Unit 1:

- All students will demonstrate an understanding of the Elements of Art by:
  - Naming all seven elements.
  - Defining and explaining all seven elements.
  - Showing use of all seven elements by identifying use in their previous work and application in their current artwork.

New Jersey Student Learning Standards (NJSLS)

1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Re8	Interpreting intent and meaning.
1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

Interdisciplinary Connections

1.2.5.Cr1a	Generate ideas for media artwork, using a variety of tools, methods and/or materials.
1.2.5.Cr1b	Develop individual and collaborative artistic goals for media artwork using a variety of methods.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
MA.3.G.A	Reason with shapes and their attributes.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
HPE.2.2.6.B.1	Use effective decision-making strategies.

Learning Objectives

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

- **Name** all seven elements of art.
- **Give Examples** of elements within artwork.
- **Combine** the elements in their artwork.
- **Critique** their own artwork based on their use of the elements.
- **Compose** successful works of art using the elements of art.

Suggested Activities & Best Practices

1. Work with students to create posters that showcase the different elements of art.
2. Show students short videos via smartboard that explain different elements of art.

Assessment Evidence - Checking for Understanding (CFU)

- Project (Summative)
- Portfolio (Benchmark)
- Participatory Assessment (Alternative)
- Peer Reviews (Formative)
- Sample Assessment: "During the lesson, put up photos of different elements of art, and have students identify them and explain their reasoning."

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

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

Primary Resources & Materials

- Color Wheel poster, or printouts with information on each element.
- School and town libraries, art books found in classroom.
- Various internet websites for art education.

Ancillary Resources

- Pinterest, Pinterest.com
- Artsonia, Artsonia.com
- Google Arts and Culture
- TPT School Access
- Hand-outs
- YouTube videos related to art history, artists, or art creation.

Technology Infusion

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

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.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

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. Using a large illustrated chart that stays on the board visibly so students can view the order of instructions for their assignments in class. (ie, Pencil for draw, scissors for cutting after)
2. Giving students a laminated hand held version of the elements of art for them to refer to during the unit.

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

English Language Learning (ELL)

1. Printed handout with the elements of art shown in different pictures, with important vocabulary in bold.

2. Slower rate of speech and emphasis on important vocabulary when explaining the elements of art.

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

At Risk

1. Using fist-to-five to gage student understanding after introducing each element of art.

- 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
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

1. Have student create mini-journals to draw pictures for each of the elements of art.

- 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: Romero Britto Pumpkin

NJSLS: attached below

Interdisciplinary Connection: Science/Math

Statement of Objective: Using multiple elements of art, students will create a piece of artwork based on the art of Romero Britto.

Anticipatory Set/Do Now: Lesson will start with a completed sample of the project, as well as some background knowledge on the artist.

Learning Activity: The teacher will give students some background knowledge/information on the artist, before showing students a sample of the project they will be working on. Students will then get a worksheet with spaces to create some designs of their own, inspired by the artist, to use later on in their project. Students will pick a shape of their choice, and draw it largely in the center of their paper. Once the outline of the shape is done, students will continue tracing over the outline until they are left with a thick line for their shape. Afterward, they will create sections inside of the shape to design. In each section, they'll use different colors, patterns, and designs of their choice to fill in their picture. Once they are completed with the inside of their shape, they will pick one last design element to decorate the background of their work.

Student Assessment/CFU's: Teacher questioning and observation while students create their projects.

Materials: Paper, pencil, crayons, sharpie, Mr. Sketch markers, and visual examples of artist's work.

21st Century Themes and Skills: attached below

Differentiation: Visual demonstrations and aides available for visual learners; Class discussion and explanation for auditory learners; Physical creation, hands-on work, for kinesthetic learners. More time and one on one meet/chat assistance if needed or requested.

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

1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.