# 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**

# Fourth 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 that should be gone over quickly, focusing mainly on how to incorporate all the elements into artwork and process.

**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

- All seven elements of art can be used in unison to create harmonious artwork.
- It is important to understand the basic fundamentals of art as a foundation for all art creation.
- Knowledge of the Elements of Art will help me to create successful artwork.

## Essential Questions

- Why do the Elements of Art exist?
- How does the understanding of these elements make me a better artist?
- How do the Elements of Art help me to make a meaningful and visually pleasing artwork?
- How can the elements of art help me outside of the studio?

## 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.
  - Using all seven elements in an exercise that reviews previous knowledge and prepares students for new endeavors.

## New Jersey Student Learning Standards (NJSLS)

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| VPA.1.1.5.D.1 | Identify elements of art and principles of design that are evident in everyday life. |
| VPA.1.1.5.D.2 | Compare and contrast works of art in various mediums that use the same art elements and principles of design. |
| VPA.1.2.5.A.1 | Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. |
| VPA.1.2.5.A.2 | Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. |
| VPA.1.2.5.A.3 | Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. |
| VPA.1.3.5.D.1 | Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. |
| VPA.1.3.5.D.2 | Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. |
| VPA.1.3.5.D.3 | Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres. |
| VPA.1.3.5.D.4 | Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. |
| VPA.1.3.5.D.5 | Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom. |
| VPA.1.4.5.A.1 | Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. |
| VPA.1.4.5.A.2 | Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. |
| VPA.1.4.5.A.3 | Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). |
| VPA.1.4.5.B.1 | Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. |

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| VPA.1.4.5.B.2 | Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. |
| VPA.1.4.5.B.3 | Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. |
| VPA.1.4.5.B.4 | Define technical proficiency, using the elements of the arts and principles of design. |
| VPA.1.4.5.B.5 | Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. |

## Interdisciplinary Connections

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| LA.RL.4.1 | Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. |
| LA.RL.4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. |
| MA.4.G.A.1 | Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. |
| LA.SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| HPE.2.1.4.D.1 | Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). |
| HPE.2.1.4.D.4 | Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning. |
| HPE.2.1.4.E.4 | Summarize the causes of stress and explain way s to deal with stressful situations. |
| HPE.2.2.4.A.2 | Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. |
| SOC.6.1.4.B.1 | Compare and contrast information that can be found on different types of maps and determine how the information may be useful. |

## Learning Objectives

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

- **Recognize** the elements of art in artwork.
- **Classify** which element is being used in artwork in which way.
- **Defend** their use of each element within their artwork.
- **Design** a work of art using all the elements in a harmonious manner.

## 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: "Creating a kahoot or similar quiz before the end of the unit, and using it to have students review the information they've learned about the elements of art."

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
- 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.

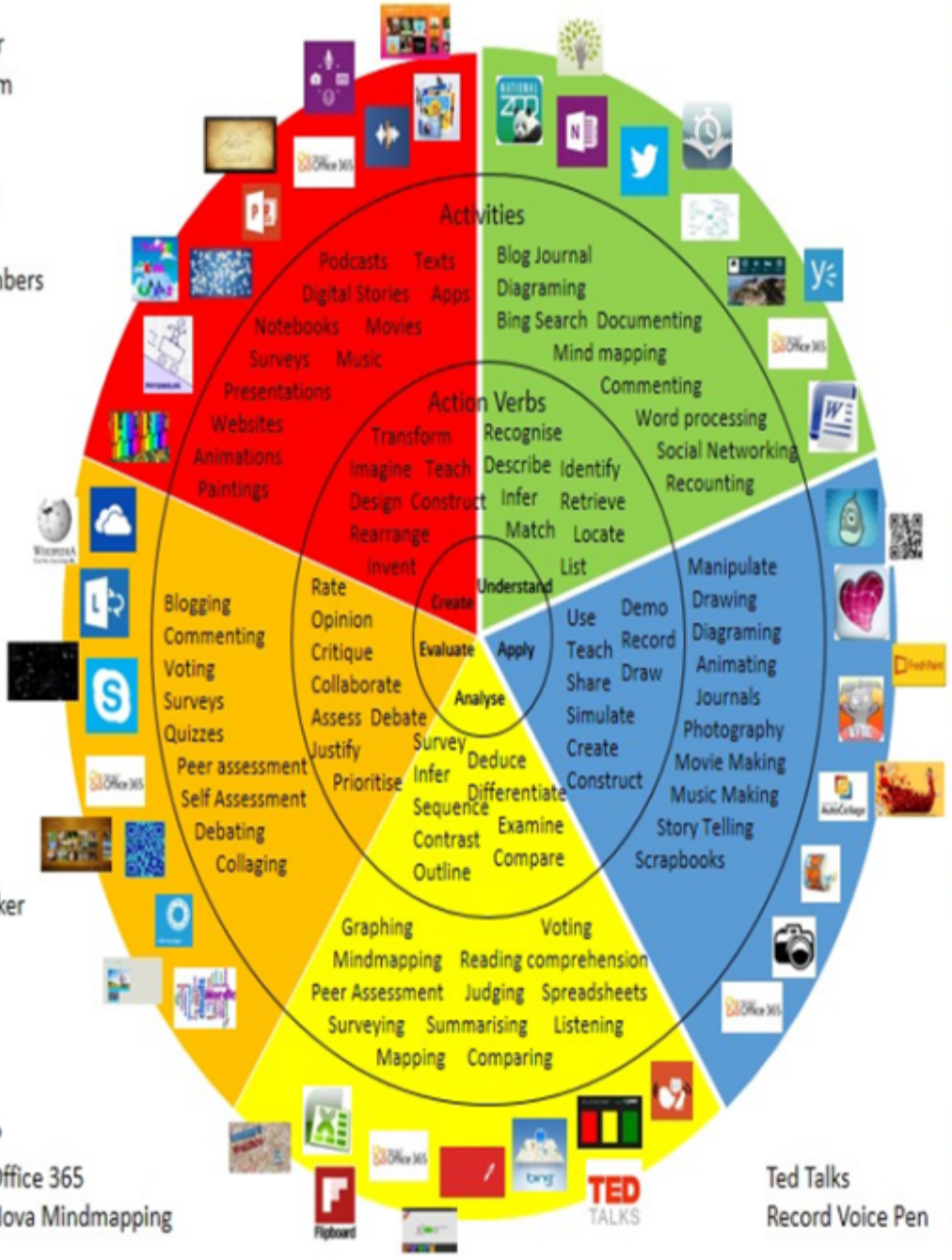
## Technology Infusion

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.

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| 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.CS1 | Understand and use technology systems |
| TECH.8.1.5.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.5.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.5.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.5.E.1 | Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Life and Career Skills
- Media Literacy

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| 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 |

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| | 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
- 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
- secure attention before giving instruction/directions
- shortened assignments
- 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
- tutoring by peers

## At Risk

1. Using fist-to-five to gage student understanding after introducing each element of art.
2. Having student pick which elements of art they want to emphasize when working on projects in this unit.

- 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. Having student look at different famous artworks and pointing out what elements of art they see used in it and how they are used.

- 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:** Elements of Art

**NJSLS:** attached below

**Interdisciplinary Connection:** Math

**Statement of Objective:** SWDAT create radial designs by using compasses and rulers.

**Anticipatory Set/Do Now:** Has anyone used a compass before?

**Learning Activity:** Students will discuss what a compass is and how it is used. Demonstrate how to hold, and various techniques on use. Students will use the first few minutes of class practicing with the compasses. Once they are feeling confident, students will use the compasses to create concentric circles that grow off the page. As soon as the page is covered with circles, the students will divide each group into eighths using rulers. Sharpie all lines. A wet on wet technique will be used to cover the page with watercolor paints. When the paint is dry, a pattern will be used to color in each section of the circles.

**Student Assessment/CFU's:** Describe, go-around.

**Materials:** 9x12" tag board, pencils, erasers, compasses, sharpies, watercolors, brushes, water.

**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.

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

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|---|---|
| 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. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| VPA.1.1.5.D.1 | Identify elements of art and principles of design that are evident in everyday life. |
| VPA.1.2.5.A.2 | Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. |
| VPA.1.3.5.D.1 | Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. |
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| VPA.1.4.5.B.2 | Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. |