Unit 04: Composition- Emphasis on Still Life

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **18-20**
Status: **Published**

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12prof.Cr	Creating
1.5.12prof.Cr1	Generating and conceptualizing ideas.
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2	Organizing and developing ideas.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
1.5.12prof.Cr3	Refining and completing products.
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
1.5.12prof.Pr	Presenting
1.5.12prof.Pr4	Selecting, analyzing, and interpreting work.
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12prof.Pr6	Conveying meaning through art.
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
1.5.12prof.Re	Responding
1.5.12prof.Re7	Perceiving and analyzing products.
	How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? 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?
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Re8	Interpreting intent and meaning.
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

1.5.12prof.Re9	Applying criteria to evaluate products.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn	Connecting
1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.

Brief Summary of Unit

Composition in art will be viewed and discussed in this unit as it pertains to the still life. Assignment work will encompass setting up and drawing from an arrangement of objects. Each student will be responsible for a completed composition of a still life.

Essential Questions/ Enduring Understandings

Essential Questions:

- How does knowledge and understanding of the elements and principles of design relate to composition?
- How have artists throughout the ages used composition in their artwork?
- How can art students increase their ability to draw what is truly seen by drawing from observation?
- How do the unique properties and aesthetics of various drawing media influence the artist's design?
- How does one grow artistically by drawing a still life?
- How can students create the illusion of three dimensions on a two dimensional plane?
- How do students create the illusion of three dimensions using color?

Enduring Understandings:

- Observational drawing will improve one's ability to draw a realistic composition.
- Drawing is a developmental skill that improves with practice, commitment, and concentration.
- Using various drawing media influences the artwork.
- The ability to draw is related to the ability to make sensitive and accurate observations.

Students Will Know/ Students Will Be Skilled At

- what the term "composition" means in an art context
- how to render a composition realistically using a variety of media
- how to effectively layout a composition taking into consideration the elements and principles of design
- that a still life is an arrangement of inanimate objects
- the effects of the chosen medium
- techniques involved when using a specific medium

Learning Plan

• Preview the essential questions and connect to learning throughout the unit.

• Students continue to review classroom material safety.

• Learning will take place based on student interest and involvement.

• Students will be instructed to choose a point of view which they would like to draw.

• They will be instructed to zoom in, focus on a detail.

• Students will use the following tools: (view finder, graphite, paper towels, rulers, etc.) in preparation of drawing.

• Students will be given the teacher chosen medium (charcoal, colored pencils, oil pastels or chalk pastels).

• Students will explore and record their still life through observational drawing.

• Teacher will observe student progress with each session.

• Teacher will provide feedback, encouragement and guide corrections.

• Teacher will encourage students to use observational skills.

• Teacher will encourage students to explore the medium.

• Student and teacher collaborate on artwork installation.

• Students analyze and reflect on their final creative works and the works of their peers.

After drawings have been completed, students will meet in small groups to discuss and address the following: Problems they may have encountered in their work; How successful they were; Areas of improvement; Cropping work; Showcasing areas of interest using construction paper frame; Signing and dating work; Rubric completion.

- Display of work in classroom for all to view.
- Large group critique.
- Student/teacher discussion.

Evidence/Performance Task

Fine Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Process of Creating, Presenting/Producing, Connecting, and Responding.

Tasks will include:

- experimenting with a wide variety of drawing supplies and drawing pencils
- preparing a drawing surface
- understanding of and using the contour line drawing as preliminary work
- comprehending and applying drawing terminology and media
- participating in small and large group discussion of use and understanding of the elements and principles of design
- participating in group and individual critique sessions
- self assessing via rubric
- answering the essential questions

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Easels, Various Pencils, Various Papers, Various Erasers, Mirrors, Blending Sticks, Charcoal, Graphite, Sharpeners, Sanding Blocks, Colored Pencils, Oil Pastel, Chalk Pastels, Rubber Facial Features, Skulls, Book and Workbook, *Drawing on the Right Side of the Brain,* Computer, YouTube Videos, Value Scales, Research Books and Magazines.

Suggested Stategies for Modification

This link includes content specific accommodations and modifications for all populations:
Fine Arts Accommodations & Modifications