

Unit 1: Creative Process-The Student as Artist

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **34 Weeks**
Status: **Published**

Brief Summary of Unit

Students will be introduced to the fundamentals of art creation through the elements of art and principles of design. They will be exposed to the various processes artists utilize for idea development and execution, which includes finding inspiration through the physical world around them, their inner feelings and thoughts, and exploration of different materials and techniques. Students will look to make connections and develop personal understanding with the art they encounter in their community utilizing the elements and principles of art and design to create their own personal aesthetic response.

Art teachers at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit. The order in which this information is presented is dependent upon the variables specific to each elementary school community.

Standards

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

VA.K-2.1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
VA.K-2.1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
VA.K-2.1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
VA.K-2.1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
VA.K-2.1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
VA.K-2.1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
VA.K-2.1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
VA.K-2.1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
VA.K-2.1.5.2.Pr6a	Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
VA.K-2.1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the

	aesthetic characteristics within both the natural and constructed world.
VA.K-2.1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
VA.K-2.1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
VA.K-2.1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.
VA.K-2.1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
VA.K-2.1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
VA.K-2.1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Transfer

- • Approach art making through critical thinking processes that engages the student with an empathetic understanding of their community and environment.
- • Create art that reflects their community and surrounding environment by applying their understanding of the elements of art and principles of design.
- • Make connections and develop personal understanding with the art they encounter in their community utilizing the elements and principles of art and design to create their own personal aesthetic response.

Essential Questions

- • How can the elements of art and principles of design play a role in art making?
- • How can we talk about art?
- • What is art?
- • What makes an art piece complete?
- • Where do artists get their ideas?
- • Why does one create art?

Essential Understandings

- • Artists use elements and principles in order to create cohesive and complete works.
- • The elements of art, such as line, color, shape, form, are the fundamentals of art making.
- • The principles of design, like pattern, can be created through the application of art elements.
- • There are many different processes in the design and creation of an artwork.

- • There is more than one way to solve an artistic problem.
- • Trial and error is accepted as part of the art making process.

Students Will Know

- • Begin to identify basic geometric shapes and their unique qualities.
- • Begin to identify the difference between two-dimensional forms and three-dimensional forms.
- • Begin to identify the primary colors and explain how they can be used to make other colors.
- • Begin to recognize how lines connect to form shapes.
- • Begin to recognize the qualities of lines (ie. straight, curved, zigzag), and the weight of lines (i.e. thick vs. thin).
- • Begin to understand the processes for idea development and how they can grow as an artist through these processes.

Students Will Be Skilled At

- • Creating two-dimensional work, and translate it into a three-dimensional piece.
- • Developing a plan for their artwork.
- • Tracing and free drawing basic shapes by connecting lines.
- • Using primary colors to make other colors.
- • Using various lines in order to describe objects, people, and places.

Evidence/Performance Tasks

- • Assessment of both process and product of individual works to include two and three-dimensional works.
- • Collaboration and dialogue with peers about process and product of personal and viewed artwork in classroom.
- • Communication with teacher through question and answer discussion, allowing for description of personal art and viewed art in the classroom.
- • Pre-assess student understanding of the elements and principles of art through student created artwork in the beginning of the school year

Learning Plan

- • Create brainstorming activities to demonstrate the creative process through inspiration, experience, and materials.
- • Create dialogue opportunities for students to discuss and debate, peer to peer, what they recognize in diverse works of art.
- • Design a range of themes to encourage students to recognize art as a part of their physical world and also their personal lives.
- • Develop routine questioning techniques to build upon throughout school year to prompt active

interpretation of works viewed.

- • Implement concepts through unique lessons plans designed by the teacher, in two- and three-dimensional works, to best represent elements and principles of design.
- • Pre-assess student understanding of the elements and principles of art through student created artwork in the beginning of the school year.
- • Present introductions of individual elements of art through various visual examples.
- • Provide opportunities for students to share their prior knowledge and gained knowledge through group discussions, or in small groups and pairs.

Materials

Suggested Strategies for Modifications

- • Auditory re-phrasing to assist students.
- • Examples of successful projects to model.
- • Hands on activities.
- • Individualized instruction where needed.
- • Smartboard projector.
- • Use of Visual Aids such as photographs, and presentation tools.
- • Working in small groups.