

# Unit 2: Performance/Applying the Elements of Art and Principles of Design Copied from: Grade K, Copied on: 11/30/23

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

## Brief Summary of Unit

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Utilizing the elements of art and principles of design, students will create pictorial representations of the world around them and make personal connections to their visual stories. Students will be introduced to a wide array of art materials. They will learn about various application processes that each material can provide. Beginning to build knowledge about these materials will help students understand their traditional and nontraditional uses, along with their possibilities and limitations. As technique is explored, students will be encouraged to make visual choices to convey themes in their work. 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

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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

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- • Choose materials that will best express the elements of art and principles of design.
- • Consider the personal connection to themes and their relationship to materials and application processes.
- • Develop a verbal and visual vocabulary to help describe decisions and approaches to art making.
- • Understand various techniques and applications that specific materials can offer, traditional and nontraditional.

## Essential Questions

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- • How can the elements of art and principles of design play a role in art making?
- • How can we best use these supplies to express ourselves in new and exciting ways?
- • What is art?
- • What kinds of tools and media can be used to create art?
- • What makes an art piece complete?
- • Where do artists get their ideas?

## Essential Understandings

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- • Developing an art vocabulary helps demonstrate understanding of materials and their possibilities.
- • Ideas for art making can be found in the physical world, and can be represented through symbolic imagery using various material application.
- • The elements of art, like line, color, shape and form can be expressed through a variety of media.

- • There are many different methods for applying materials.

## **Students Will Know**

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- • Begin to create theme-based imagery that will develop from an oral story.
- • Begin to demonstrate knowledge by recognizing materials, tools, and methods.
- • Begin to know how to use materials, like pencils, crayons, markers, pastels, etc. to create varying line qualities and weights.
- • Begin to mix primary colors and apply them to create shapes and textures.
- • Begin to recognize that different media, tools, and techniques can influence appearance of works of art.

## **Students Will Be Skilled At**

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- • Identifying the proper and safe use of materials and supplies, such as scissors, glue, oil pastels, paints and brushes, etc.
- • Identifying various application methods, such as mixing, dabbing, blotting, scribbling, stamping, etc.
- • Making appropriate material choices to complete a work.
- • Using lines, shapes, and colors to create symbolic representations of people, places, and things.
- • Using personal stories and real life experiences to create a visual story, utilizing the elements of art and various material applications.

## **Evidence/Performance Tasks**

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- • 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**

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- • Create activities to demonstrate exploration and comprehension of materials.
- • Create dialogue opportunities for students to discuss and debate what materials and techniques 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 materials 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**

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## **Suggested Strategies for Modifications**

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- • 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.