# Unit 3: Contrast

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

## Brief Summary of Unit 3: Contrast

In alignment with the NJSLS-VPA, students will discover and learn about the principles of art. The principles of art are the means an artist uses to organize elements within a work of art. Throughout this unit, students will explore and discover how to create a juxtaposition of related and significantly different elements.

## Essential Questions

- How does the artist's knowledge, understanding and skill in composing with opposite elements working together affect the resulting artwork?
- How does knowledge and understanding of famous artists and artworks affect the artwork that is created?
- How does knowledge, understanding and skill of creating contrast affect the artwork that is created?

## Essential Understandings

- Various tools create different results
- Exploring and discovering various ways to create contrast will improve artistic growth and produce a higher quality of artwork

- Introduction of how artists and artworks use contrast will expand students knowledge of various times in history, cultures, and art eras

## Students Will Know/ Students Will be Skilled At

- Knowing the different ways to show contrast in artwork
- How to arrange the elements to create contrast within a work of art
- Identifying how contrast is used in artworks
- Explaining the creative process behind composing contrast within a work of art
- Knowing the Elements and Principles of Art

## Evidence/Performance Tasks

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 range of creating contrast
- Creating a resource with examples of contrast
- Recording and comprehending important art terminologies and techniques associated to current and past units
- Participating in the art making process while applying design criterias and requirements
- Participating in formal and informal assessments
- Answering essential questions and meeting project objectives and deadlines

## Learning Plan

- Preview essential questions and objects, connecting to learning throughout the unit
- Introduce Principles of Art: Contrast creators
- Practice creating variations in contrast through different elements
- Discover artists such as Francisco Goya, The Shootings of May Third 1808, 1814 (Value, Color, Line), Rembrandt van Rijn, Militia Company of District II under the Command of Captain Frans Banninck Cocq, known as the 'Night Watch', 1642 (Line, Value, Movement), Käthe Kollwitz, Misery, 1897, etc., using contrast from various art eras
- Introduce and create artwork specifically focusing on contrast
- Reflect on use of contrast in their artwork and others
- Perform formative and summative assessments
- Showcase artwork throughout the school and in district buildings

## Materials

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.

Sketchbook, Various Pencils, Sharpies, Markers, Various Papers, Various Erasers, Mirrors, Blending Sticks, Charcoal, Graphite, Sharpeners, Colored Pencils, Oil Pastel, Chalk Pastels, YouTube Videos, Value Scales, magazines, glue, scissors, Watercolors, Watercolor paper, paint brush, ink, printing materials, chromebooks, iPads, Paint, Color Wheels, Drawing Pens, and Rulers.

## Standards

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

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.W.3.7. Conduct short research projects that build knowledge about a topic.

CRP.K-12.CRP6: Demonstrate creativity and innovation.

CRP.K-12.CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

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| 9.4.8.CI | Creativity and Innovation |
| 1.5.8.Cr | Creating |
| 1.5.8.Cr1 | Generating and conceptualizing ideas. |
| P.4 | Demonstrate creativity and innovation. |
| | Explore |
| 1.5.8.Cr1a | Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. |
| 1.5.8.Cr1b | Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. |
| 9.4.8.CT | Critical Thinking and Problem-solving |
| 1.5.8.Cr2 | Organizing and developing ideas. |
| | Investigate |

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| 1.5.8.Cr2a | Demonstrate persistence and willingness to experiment and take risks during the artistic process. |
| 1.5.8.Cr2b | Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. |
| 1.5.8.Cr2c | Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. |
| 1.5.8.Cr3 | Refining and completing products. |
| | Reflect, Refine, Continue |
| 1.5.8.Cr3a | Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement. |
| 1.5.8.Pr | Presenting |
| 1.5.8.Pr4 | Selecting, analyzing and interpreting work. |
| | Analyze |
| 1.5.8.Pr4a | Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. |
| 1.5.8.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| | Select |
| 1.5.8.Pr5a | Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives. |
| 1.5.8.Pr6 | Conveying meaning through art. |
| | Share |
| 1.5.8.Pr6a | Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences. |
| 1.5.8.Re | Responding |
| 1.5.8.Re7 | Perceiving and analyzing products. |
| | Perceive |
| 1.5.8.Re7a | Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. |
| 1.5.8.Re7b | Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. |
| 1.5.8.Re8 | Interpreting intent and meaning. |
| | Interpret |
| 1.5.8.Re8a | Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. |
| 1.5.8.Re9 | Applying criteria to evaluate products. |
| 1.5.8.Cn | Connecting |
| 1.5.8.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| | Synthesize |
| 1.5.8.Cn10a | Generate ideas to make art individually or collaboratively to positively reflect a group's identity. |
| 1.5.8.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. |

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| | Relate |
| 1.5.8.Cn11a | Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. |
| 1.5.8.Cn11b | Analyze and contrast how art forms are used to reflect global issues, including climate change. |

## Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

Fine Arts Accommodations & Modifications