

Line, Value, Balance, Movement and Dominance in Art

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **15 days**
Status: **Published**

Standards

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

Students will develop the ability to recognize, identify and understand the elements and principles of art/design. They will learn the key terms related to the elements and principles of design, and develop the ability to participate in critiques and discussions about artworks.

VA.9-12.1.5.12prof.Cn	Connecting
VA.9-12.1.5.12prof.Cr	Creating
VA.9-12.1.5.12prof.Pr	Presenting
VA.9-12.1.5.12prof.Re	Responding
VA.9-12.1.5.12prof.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12prof.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12prof.Cr3	Refining and completing products.
VA.9-12.1.5.12prof.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12prof.Pr6	Conveying meaning through art.
VA.9-12.1.5.12prof.Re7	Perceiving and analyzing products.
VA.9-12.1.5.12prof.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12prof.Re9	Applying criteria to evaluate products.
VA.9-12.1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
VA.9-12.1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
VA.9-12.1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
VA.9-12.1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
VA.9-12.1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
VA.9-12.1.5.12prof.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.

VA.9-12.1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
VA.9-12.1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
VA.9-12.1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
VA.9-12.1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
VA.9-12.1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
VA.9-12.1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA.9-12.1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
VA.9-12.1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
VA.9-12.1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art. Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Essential Questions

How does the artist's use of the elements and principles of design define meaning in a work of art?

How does the artist's knowledge and understanding of the chosen medium affect the resulting design/ art work?

Line can be described as having character and is the most fundamental and versatile of all design elements.

The design element of value plays a major role in defining mood and the illusion of 3-dimensions.

When composing an artwork, the artist is concerned with organizing the design elements according to the principles of design such as balance (both symmetrical and asymmetrical), dominance (focal point) and movement.

It is necessary for the artist to have an understanding and knowledge of the elements and principles of design in order to create a successful design and art work.

Each art medium has specific characteristics, qualities, and techniques of application that the artist must consider when choosing a medium for artistic expression.

It is important for the artist to have knowledge and an understanding of his/her medium for a variety of reasons.

Objectives

Students will know key vocabulary including but not limited to: line, implied line, value, gradation, highlight, balance, symmetry, asymmetry, movement, implied movement, rhythm, dominance, focal point, etc.

Students will be skilled in the proper use of a variety of art mediums, including but not limited to cut paper, tempera paint, color pencil, scratch art paper, calligraphy media, markers and collage.

Students will know how to use the design elements of line (both implied and actual) and value in creating art.

Students will know how to create symmetrical and asymmetrical balance in a design.

Students will know how to create a black and white gradation scale.

Students will know how to create a well balanced, unified, and interesting composition that has an area of dominance/focal point and moves the viewer's eye throughout the image.

Students will know the names and significant works of artists who have explored the elements of line and value; e.g., Miro, Picasso, Jacob Lawrence, Tanner, Rembrandt, Caravaggio.

Students will become skilled in the use of various media.

Students will become skilled in the use of the elements and principles of design to create a successful piece of art.

Students will know the "Three Basic Features of an Art Work." And become skilled at explaining the subject, composition (elements and principles of design) and the purpose of their art work.

Learning Plan

Teacher presentation and introduction to the lessons (may include one or more of the following: video, reproductions, student work, Scholastic Arts magazine, computer presentation).

Teacher presentation of vocabulary (vocabulary worksheets).

Handouts of vocabulary, student expectations, information concerning artists, etc.

Teacher presentation of past student work and reproductions (Display reproductions.)

Students critique of past student work.

Teacher presentation of exercises to be done by students.

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

Teacher presentation of videos of famous artists.

Student and teacher evaluation of critique work (rubric).

Teacher introduction and demonstration of the medium.

Students will brainstorm/thumbnailed sketch.

Students will use technology, information and other tools to explore ideas for art production.

Students will experiment with medium.

Students will make decisions to solve the problems using the appropriate medium and following instructions.

Students will creatively mount finished projects.

Students will self-evaluate with a rubric.

Students will complete “3 Basic Features of an Art Work.”

The teacher will evaluate the project based on the rubric.

Assessment

Answer the essential questions.

Engage in active and meaningful participation in classroom discussions and activities including critiques, and create artwork that demonstrates knowledge and understanding of the work of renowned artists.

Complete writing prompts related to the topics of line, value, balance, rhythm, and dominance in art.

Participate in and complete evaluation of artwork produced through critique and rubrics (student self-assessment and teacher assessment).

Complete a summative evaluation using a rubric.

Materials

Various reproductions, Scholastic Arts Magazines, various teaching brochures, various media (cut paper, tempera paint, color pencil, scratch art paper, calligraphy media, markers and collage), various teacher made examples, past student work, teacher made handouts, videos.