

# Shape/Form, Rhythm, and Repetition

Content Area: **Fine Arts**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **16 days**  
Status: **Published**

## Standards

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

Students will focus on developing knowledge, skills, and understandings related to the element of shape, as well as the principles of repetition and rhythm in art. They will learn key terms, and create designs that exhibit their ability to apply what they have learned through the use of various mediums.

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.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.

## **Essential Questions/Enduring Understandings**

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

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

Rhythm, the illusion of motion, and/or patterning can be achieved through repetition of various elements (including shape/form) of a design.

There are various techniques to create the illusion of motion.

Repetitive calligraphy is a major art form in many cultures.

## **Objectives**

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Students will know the key vocabulary related to shape, form, rhythm, and repetition in design including, but not limited to: pattern, organic shape, geometric shape, emphasis, amorphous, open, and closed shapes/forms etc.

Students will know how to create a design using radial symmetry.

Students will know how to properly use a variety of art media. 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 and principles of shape/form, rhythm, and repetition in creating art.

Students will know how to use the different techniques to achieve visual rhythm/motion in a design.

Students will know the names and significant works of artists who have explored shape/form, rhythm, and repetition; e.g., Bonheur, Brancusi, Moore, Matisse, Nevelson, Escher.

Students will know that Futurism is an artist style used by artists to create the illusion of motion.

Students will become skilled at creating designs that give the illusion of motion by using repetition and various other techniques.

Students will know the design patterns used by Islamic cultures.

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 purpose of their art work.

## **Learning Plan**

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

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**

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Answer the essential questions.

Engage in active and meaningful participation in classroom discussions and activities including critiques, and creating artwork that explores the use of shape/form, rhythm, and repetition.

Complete a writing prompt related to the topics of shape/form, rhythm, and repetition 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**

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Various reproductions, Scholastic Art Magazines, various teaching brochures, various media,

various teacher made examples, past student work, teacher made handouts, videos.

Cut paper, tempera paint, color pencil, scratch art paper, calligraphy media, markers and collage.