Unit 1: The Elements of Art/Principles of Design

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **16 days**
Status: **Published**

Summary

This course provides instruction, which provides a basic foundation to all art courses offered at Cranford High School. Instruction and activity centers upon the study of basic art and design principles, the development of art skills and the encouragement of creative responses. The course recognizes the fact that students have varying art abilities, some less and some more than others. A student's interest in art is the most important consideration in electing this course.

In this unit, students will focus on developing knowledge, skills, and understandings related to the elements of art and the principles of design. They will learn key terms, and create designs in various media that demonstrate their ability to apply their knowledge, skill, and understanding of the elements of art and principles of design. In addition, they will recognize and be able to relate the elements of art and principles of design to an artist and his/ her artistic style.

Revision Date: July 2024 - Samantha Berk.

Standards

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

1.5.12prof.Cr1	Generating and conceptualizing ideas.
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2	Organizing and developing ideas.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
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.
1.5.12prof.Cr3	Refining and completing products.
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.

1.5.12prof.Pr4	Selecting, analyzing, and interpreting work.
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12prof.Pr6	Conveying meaning through art.
1.5.12prof.Re7	Perceiving and analyzing products.
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Re8	Interpreting intent and meaning.
1.5.12prof.Re9	Applying criteria to evaluate products.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.

Essential Questions/Enduring Understandings

How do artists use the elements of art (EOAs) and principles of design (PODs)?

How do the EOAs and PODs interact to create a cohesive composition?

In what ways can the EOAs and PODs influence the perception and impact of an artwork?

How can EOAs and PODs be used to create emphasis and draw attention to focal points within a piece of art?

What role does EOAs and PODs play in ensuring that an artwork feels complete and aesthetically pleasing?

How do the EOAs and PODs contribute to the dynamism and flow of an artwork?

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Objectives

Students will be able to identify and describe the seven elements of art (line, shape, form, space, color, value, texture) and the principles of design (balance, contrast, emphasis, movement, pattern, rhythm, and unity).

Students will demonstrate knowledge of how the elements of art and principles of design are used in various artworks.

Students will analyze and critique artworks by discussing how artists utilize the elements of art and principles of design to create meaning and aesthetic appeal.

Students will compare and contrast different artworks to understand the diverse application of these elements and principles across cultures and historical periods

Students will create original artworks that effectively incorporate the elements of art and principles of design.

Students will experiment with different materials and techniques to explore the effects of various elements (e.g., color, texture) on the overall composition.

Students will know the "3 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.

Students will reflect on their creative process and outcomes, discussing how they applied the elements of art and principles of design in their work..

Students will set personal goals for improving their use of elements and principles in future art projects.

Learning Plan

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/thumbnail 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 creating artwork that explores the use of color.

Complete a writing prompt related to the topic of color 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, on-line sources, google classroom, google slide deck presentations,