Unit 2: Composition/Basic Design

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **15 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 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.

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.Pr6	Conveying meaning through art.
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.
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.Re8	Interpreting intent and meaning.
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.
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 are the elements of design used according to the principles of design?

How does the artist use the elements and principles of design to create a successful composition?

The elements of design are used according to the principles.

The artist intuitively or consciously decides to use the elements and principles of design in a specific way to express meaning through an artwork.

The artist's knowledge and understanding of the elements and principles of design are necessary in order to complete a successful design.

The ability to recognize, describe, analyze, and discuss the elements and principles of design within the framework of a critique are necessary and understandings that can be learned.

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.

What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?

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.

How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

Students Will Know/Students Will Be Skilled At

Students will know the elements of design.

Students will know the principles of design.

Students will know the key terms and vocabulary related to the elements and principles of design including but not limited to: line, shape, color, form, texture, space, pattern, movement, value, balance, unity, dominance, etc.

Students will know how to create a design using the elements and principles of design.

Students will know how to describe a piece of art according to the elements and principles of design.

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

Students will be skilled at analyzing a piece of art according to the elements and principles of design.

Students will be skilled at using the elements according to the principles of design to create a successful piece of art.

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. Including but not limited to cut paper, tempera paint, color pencil, scratch art paper, calligraphy media, markers and collage.

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.

Evidence/Performance Tasks

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 a writing prompt related to the elements and principles of design.

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

Complete a summative evaluation using a rubric.

Materials

Various reproductions, Scholastic Arts Magazines, various teaching brochures, various media (including, but not limited to 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, Google slide decks, google classroom