

Grade 2 Unit 1: Design

Content Area: **Art**
Course(s): **ArtELE**
Time Period: **7 weeks**
Length: **Weeks**
Status: **Published**

Unit Overview

The students will gain and use knowledge of the elements of art and the principles of design in the appreciation and creation of visual art.

Transfer

Students will be able to independently use their learning to:

- identify elements of art in everyday life and the environment
 - recognize how the elements of art influence the design of buildings, posters, book covers, cars, shirts, etc.
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Meaning

Understandings

Students will understand that:

- the elements of art and design are universal
- art elements are evident in daily life and in the environment
- there are various ways to utilize the elements of art in their work
- artists have used the elements of art and principles of design in their own work
- art may be analyzed based on the design elements and principles

Essential Questions

How is design incorporated into our daily lives?

How can I use the elements and principles of art in my own work?

Application of Knowledge and Skill

Students will know...

Students will know how to apply the art elements and principles of design to their own work and to recognize them in daily life, the environment, and the artwork of others.

Students will be skilled at...

- Identifying the elements of art and using them in their own work
- Recognizing the design elements and principles in the work of others
- Understanding there are varieties of lines, shapes, forms, and textures and begin to use them in their own work
- Drawing several types of lines and using them to show movement and direction
- Creating patterns
- Creating geometric and organic shapes
- Combining shapes together to make more complex objects

- Identifying and mixing primary and secondary colors
- identifying warm and cool colors
- Identifying and creating textures
- Applying concept of overlapping in a composition
- Utilizing the space in their work to create balance

Academic Vocabulary

Elements of Art

Line

Shape- Geometric, Organic

Space - Overlap

Color - Primary,Secondary, Warm, Cool

Texture

Principles of Design

Pattern

Movement

Balance

Learning Goal

The students will be able to identify the elements of line, shape, texture, color and space and will explore various ways to utilize these elements in their artwork.

The students will be able to recognize how various artists have used the elements and principles in their work.

The students will be able to analyze works of art on the basis of the design elements and principles.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
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.

VPA.1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
VPA.1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
VPA.1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
VPA.1.3.2.D.CS1	Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.
VPA.1.3.2.D.CS3	Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.
VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.2.2.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
TECH.8.2.2.D.CS1	Apply the design process.

Target 1

- Identify the elements of art
- Recognize how the elements are used in everyday life and in famous artwork

Target 2

- Understand that art may be created using a variety of materials and techniques
- Understand that there are a variety of lines, shapes, color schemes, and textures and begin to use these in their own artwork

Summative Assessment

End of unit project exhibiting use of elements of art and principles of design

Formative Assessment and Performance Opportunities

1. Class participation
2. Teacher-directed Q and A
3. Teacher observation of process and product
4. self-critique

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group or individualized teacher assistance or demonstration
3. pair student with higher learner

Enrichment:

1. Expand and extend concepts and details, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative higher level topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

Unit Resources

Visual aides of famous art reproductions

Powerpoint Slideshow Presentations

Internet sites

You-tube Videos

Examples of design elements in everyday life around the art room

DVDs, book, other media

Teacher project and technique demonstration via document camera