

04_Value

Content Area: **Art**
Course(s):
Time Period: **Semester**
Length: **2-3 Weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

Design Fundamentals is a general introduction to all aspects of the visual arts, giving students exposure to a variety of studio disciplines including development of fundamental drawing skills, aesthetics, art history and art criticism. Students will explore visual problem solving using the elements of art and principles of design.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Unit Importance:

- It is important to understand that artists are able to create the illusion of light using different color and tonal values. Value defines how light or dark a given color or hue can be. Values are best understood when visualized as a scale or gradient, from dark to light.

Essential Question(s):

- 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?

Enduring Understanding(s):

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

CONTENT AREA STANDARDS

VA.9-12.1.5.12prof.Cr

Creating

VA.9-12.1.5.12prof.Cr3

Refining and completing products.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). Innovative ideas or innovation can lead to career opportunities.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- Value defines how light or dark a given color or hue can be.
- Values are best understood when visualized as a scale or gradient, from dark to light.
- The more tonal variants in an image, the lower the contrast.
- When shades of similar value are used together, they also create a low contrast image.

Procedural Knowledge

Students will be able to:

- Use value to create the illusion of light.
- Use value to create the illusion of highlights and shadows.
- Combine highlights and shadows to create the illusion of a light source.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Teacher/Student Conferences
- Projects
- Presentations

Formative Assessments

For this unit, formative assessments can/will include:

- Sketchbook: Notes
- Brainstorming: 4 Thumbnails

Summative Assessments

For this unit, summative assessments can/will include:

- Artwork that contains a minimum range of 5 values from light to dark
- Mastery of Media: (graphite drawing pencils)
- Mastery of Artwork Presentation: Mounting
- Closure: Class critique

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources:

- Art Style: Current Daily Visual Culture, Dutch Golden Age
- Artists: Jamel Shabazz, Rembrandt
- Artist Samples
- Student Samples
- Teacher
- Text Books: The Visual Experience, Discovering Drawing, Discovering Art History

INTERDISCIPLINARY CONNECTIONS

English/Language Arts: implementation of conventions of Standard English

Performing Arts: presentations

Career Readiness: different types of jobs require different knowledge and skills

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.