

Grade: 12th
Teacher: Ms. Jennifer Johnston

Subject: Humanities
Date: August 4, 2010

Unit # 2/Title: Developing a Visual Vocabulary

Time Frame (calendar and # of weeks): 15 class meetings

Standard(s): 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and response to dance, music, theater and the visual arts.
1.2 (Creation and Performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and the visual arts.
1.3 (Elements and Principles of Design) All students will demonstrate an understanding of the elements and principles of dance, music, theater and the visual arts.
1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.
1.5 (World Cultures, History and Society) All students will understand and analyze the role, development and continuing influence of the arts in relation to the world cultures, history and society.

Big Idea(s): 1) SWBAT discuss the importance of knowing the language of art through identifying the elements of art in order to discuss, create and evaluate art on a more meaningful level.
 2) SWBAT identify and describe the principles of art and how they are used to organize the elements of design in order to analyze how these components are used to achieve unity in successful works of art.

Essential Questions	Enduring Understandings
<p>Why are the elements of art important to a work of art?</p> <p>How can/has the artist create the illusion of space in an artwork?</p> <p>Why are the principles of art important to a work of art?</p> <p>How do the elements and principles of art relate to one another in an artwork?</p>	<ul style="list-style-type: none"> ➤ Students will understand why a visual vocabulary is important to have when creating and discussing art. ➤ Students will understand how the elements and principles of art work together to create a unified artwork. ➤ Students will understand how the elements and principles of art are similar and different. ➤ Students will understand how to recognize the elements of art within a work and what their purpose is. ➤ Students will understand how to recognize the principles of art within a work and what their purpose is.
Areas of Focus	Suggested Instructional Strategies

Prioritized CPIs

1.1 A (Knowledge)

1. Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.

2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.

3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

1.1 B (Skills)

1. Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.

2. Formulate a personal philosophy or individual statement on the meaning(s) of art.

1.2 D (Visual Arts)

1. Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.

2. Perform various methods and techniques used in the production of works of art.

3. Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.

4. Outline a variety of pathways and the requisite training for careers in the visual arts.

TOPIC/TEXT: The Elements of Art

Tier 1 → Activities/Strategies (Knowledge/Comprehension)

1) Drawing on experience questions: What words do you use when you want to describe a work of art? Have you ever used lines, shapes or forms to create a picture? Have you ever seen or used a color wheel?

2) Vocabulary definitions: elements of art, principles of art, unity, color, intensity, value, line, axis line, texture, shape, form, space

3) Key point notes and artwork discussion questions: importance of visual vocabulary, types of lines and uses, the role of color, using and creating texture, shape vs. form, space and how to create a sense of it.

4) Lesson guided reading questions

5) Types of lines and elements of art classification chart

6) End of lesson quiz: multiple choice and artwork picture identifications.

Tier 2 → Activities/Strategies (Application/Analysis)

1) Visualizing metric measurements activity: Students will discuss inches vs. meters in terms of conversion. Students will select random objects to estimate their size in meters, take the actual measurements and convert the measurements to inches.

2) Colors as symbols in history and heritage activity: Students will be given background information on the importance of certain colors to different cultures. Students will write a personal statement on what certain colors mean to them. Students will look for and discuss color uses in literature, nature and within the school. Students will write about a legend they have heard about how rainbows can be or write their own version.

3) Elements of art in the media: Students will work in pairs to find articles and ads in magazines that use the elements of design. They will complete a chart to identify and describe the elements.

4) Elements and principles of art in music activity: Students will view and discuss the works of Wassily Kandinsky and his works connection with jazz music. Students will be given music samples to listen to that have a focus on a specific instrument within the song. Students will create lines drawing to represent the instruments in the songs.

Tier 3 → Activities/Strategies (Synthesis/Evaluation)

1) Wassily Kandinsky influenced paintings: Students will take their previous music drawings to create an abstract painting. They will create an abstract painting full of line, shape and color to represent the music piece. Students will write on the back of the work how their painting was influenced by the music.

2) Artist trading card: baseball card size artwork created reflecting what the student takes away from the lesson. Will be kept along with other cards created throughout the semester in protective sleeves to be viewed and traded at the end of the semester.

3)

<p>1.3 D (Visual Arts) 1. Compare and contrast innovative applications of the elements of art and principles of design. 2. Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art.</p> <p>1.4 A (Knowledge) 1. Examine the artwork from a variety of historical periods in both western and non-western culture(s). 2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art. 3. Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.</p> <p>1.4 B (Skills) 1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique. 2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.</p> <p>1.5 A (Knowledge) 1. Parallel historical events and artistic development found in dance, music, theater, and visual art. 2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.</p>	<p>➤ TOPIC/TEXT: The Principles of Art</p> <p>Tier 1 → Activities/Strategies (Knowledge/Comprehension)</p> <p>1) Drawing on experience questions: Have you ever used the elements of art to create a picture? How did you design your work? Was your artwork successful? What principles of art did you use in your work? 2) Vocabulary definitions: design, balance, emphasis, harmony, variety, gradation, movement, rhythm, proportion 3) Key point notes and artwork discussion questions: unity, types of balance, use of gradation, use of rhythm, how to achieve harmony, how to create emphasis, the role of proportion 4) Main topics of lesson graphic organizer 5) Lesson guided reading questions 6) Elements and principles of art classification chart 7) End of lesson quiz: matching and artwork identifications in picture format.</p> <p>Tier 2 → Activities/Strategies (Application/Analysis)</p> <p>1) Space use in painting scavenger hunt: Students will work in groups to locate within their textbook paintings that use specific space creating techniques: overlap, size, placement, value, focus and perspective. Students will record the page number, figure number, artist and title and explain how space is used in that work. 2) Jean-Leon Gerome <i>The Carpet Merchant</i> artwork analysis: group and individual critique questions (describe, analyze, interpret, judge); biography reading, annotation and questions</p> <p>Tier 3 → Activities/Strategies (Synthesis/Evaluation)</p> <p>1) Elements and principles of art in your environment exploration activity: Students will work singly or in pair to find examples of the element or principle they have been assigned. Students will take pictures or create sketches of these objects found in nature. These images will be arranged on poster board along with the characteristics and definition of their element/principle. 2) Art Advice Column activity: Students will be given several fictitious letters written by students about problems they have encountered while making art. Students will have to create responses back on how to solve their problems based upon their knowledge of the elements and principles of art. 3) Artist trading card: baseball card size artwork created reflecting what the student takes away from the lesson. Will be kept along with other cards created throughout the semester in protective sleeves to be viewed and traded at the end of the semester.</p>
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1.5 B (Skills)

1. Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times.

2. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.

Performance Tasks/Assessments

Artists as fashion designers: Students will select a painter of their choice from the textbook or reference book case in the classroom. They will be looking for an artist that incorporates colors and patterns that interest them and would look good translated into fabric. Students will design a fabric swatch of their own design that is influenced by that artist's work and style. They will then use the fabric swatch to create an article of clothing that will be drawn on a fashion model template. The finished work will be colored in. Students will write a statement to accompany the piece explaining the outfit's connection to the artist as well as how the elements and principles of design have been applied. The finished works will then be presented in a fashion show runway format.

Elements of art still life drawing: Students will be given a variety of everyday objects to select for contour line drawings. Students will create 5-7 drawings on separate sheets of paper. These drawings will then be traced onto a larger sheet of paper in an overlapping and interesting compositional arrangement. The finished line drawing will then be outlined in black marker. Students will be encouraged to repeat items in order to create rhythm, have items go off the edge of the paper to create a sense of space and create areas of emphasis in the work. Students will then fill out a chart identifying where which elements and principles of art have been used and how they were used. This finished artwork will be used in the next unit as inspiration for a painting and sculpture of the same nature.

Written Comprehensive Test: Students will be tested on the information from the unit in the following format: true/false, fill in the blank, critical thinking short answer and artwork picture identifications.

Resources:

Text: *Art in Focus*

Technology: Laptop and projector for teacher, Lap tops for students

Lesson wide worksheets: Drawing on experience starter question sheets for each lesson, Vocabulary sheets for each lesson, Key point and art work discussion questions packets for each lesson, Guided reading questions for each lesson, Major topic thought organizers for each lesson

Individual activity worksheets: Types of lines classification chart, Metric measuring activity chart, Elements of art ad analysis worksheet, Color and symbolism worksheet, Space scavenger hunt list, Elements and principles of art classification chart,

Individual activity worksheets (cont'd) :Elements and principles of art in your environment project checklist, Art advice column worksheet, Artist as fashion designers project checklist, Fashion model template worksheet

Artwork print: *The Carpet Merchant* by Jean-Leon Gerome
- Jean-Leon Gerome critique questions and short biography with questions

Art supplies: 12 x 18", 9x12" white drawing paper, pencils, colored pencils, fine and regular tip markers, crayons, rulers, colored construction paper, poster board, acrylic paint, water cups, paint palettes, round and flat brushes, glue, scissors, magazines, still life objects, black Sharpies markers, variety of music samples, variety of collage materials, Student artwork samples, Blank trading cards

Written assessments: Project grading rubrics, End of lesson quizzes (2), End of unit test