

Class: Block 3(AB) Studio Art 1 Foundations

Period: Week 4, Feb 1 - Feb 5 *This is a major project and may take multiple weeks to complete.

Lesson 1: Unified Composition		
Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>B.V.1 Use the language of visual arts to communicate effectively.</p> <ul style="list-style-type: none"> ● B.V.1.1 Use art vocabulary when discussing art and artistic styles. ● B.V.1.2 Apply the Elements of Art and Principles of Design to create art. ● B.V.1.4 Recognize how Elements of Art and Principles of Design are used in art. 	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i> apply their understanding of the elements of art to arrange unified and expressive compositions.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● successfully unified artworks implement several elements of art and principles of design. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What part do the elements of art play in art compositions? ● Why are the art elements important?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The elements of art ● The principles of design ● Composition types 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Drawing to plan compositions ● Creating a process board ● Creating a unified composition 	
Language Demands		
<p><i>Language Function:</i> Students will learn to create, present, and respond to the visual art of digital photography by incorporating the language function Explain. Students will explain how and why their compositions were arranged and prepared to achieve unity.</p>		
<p><i>Content/Academic Vocabulary or Key Phrases:</i></p> <p>General academic vocabulary phrases used across disciplines:</p> <ul style="list-style-type: none"> ● Describing elements in a work of art. ● Comparing two works of art from a similar genre. ● Explaining how a certain way of applying a technique makes it more effective. ● Analyze what makes elements effective or not effective in communicating meaning. ● Evaluating the extent to which elements work together to create an impact or convey an intended message. ● Interpreting symbols. ● Critiquing a peer's work. <p>Subject-specific words defined for use in the discipline:</p> <ul style="list-style-type: none"> ● Composition: Organization of elements in space. ● Expression: In visual arts, a process of conveying ideas, feelings, and meanings, through selective use of communicative possibilities. ● Elements of Art: Those components that make up a composition: line, value, space, texture, shape/form and color. <ul style="list-style-type: none"> ○ Line: The path of a moving point that is made by a tool, instrument, or medium as it moves across an area. ○ Color: An element of art defined as the effect of light reflecting from an object onto the eye. 		

- **Primary Colors:** The basic colors that can't be reduced into component colors and can be used to mix all other colors.
 - **Secondary Colors:** Colors made by mixing two primary colors. When red, yellow and blue are used as primary colors, the secondary colors are orange, green and violet.
 - **Analogous Colors:** Colors that are closely related to each other because a common color can be found; for example: blue, blue-violet, violet colors.
 - **Shade:** A dark color achieved by changing the value of a color by adding black.
 - **Tint:** A light color achieved by changing the value of a color by adding white.
 - **Tone:** A color mixed with black and white, a grayed color.
- **Space:** An element of art that is the area in and around objects in a composition.
- **Texture:** An element of art that is the way an object feels or looks like it feels.
- **Value:** An element of art that describes the relative lightness or darkness of a color.
- **Principles of Design:** The way the elements of art such as balance, movement, pattern/repetition, unity/variety and emphasis are used to create a composition.
 - **Pattern:** A principle of design where an element or combination of elements are repeated in a planned way.
 - **Repetition:** A principle of design, where an element is used more than once.
 - **Symmetrical/Symmetry:** A type of balance in which elements are arranged the same on each side of an imaginary line.
 - **Unity:** A principle of design which is the quality of having all parts look as if they belong together; achieved by proximity or repetition.
 - **Movement:** In visual arts, the direction or flow in artwork.

Discourse: The discourse regarding creating a 2D composition (drawing, watercolor, painting) that will provide useful ways for the content of art elements and design principles to be communicated will be through a discussion board/forum through the Canvas platform or discussion in the classroom.

Syntax: The language demands will be met by using subject-specific vocabulary and language within proper context both verbally in a critique and in the discussion board/forum or class discussion.

Language Supports: The planned instructional supports during and/or prior to the learning task to help students understand, develop, and use the language demands of **Explain** are:

- List/Document with vocabulary definitions on Canvas/Google Slides document.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
1. Thumbnails should include notes on intended element use (3+ each) 2. Draft Sketch should take one full sketchbook page and will provide more details than the thumbnail.	PERFORMANCE TASK(S): 1. Sketchbook Thumbnails x9+ 2. Create a draft sketch of the chosen composition 3. Class/Forum Discussion of how elements are used in artwork examples 4. Make a Process Board of images leading to the Final Work

<p>3. Responses/Participation in the classroom/forum discussion must address at least one specific element's use/application.</p> <p>4. Process boards should be no more than 4 pages, total and should lead the viewer to see progress through the series of images.</p> <p>5. Participation in the Final Critique Discussion should address the use/application of at least three elements within their peer's artwork.</p>	<p>5. Participate in the Final Critique Discussion (class discussion or forum/discussion board)</p>
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<p>Notes on use of art elements and ideas for composition and materials/props to be used.</p>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Student Sketchbooks with thumbnail page(s).
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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Plan of Action:

1. Opening:
 - a. Review the Elements of Art as listed on Canvas/Document.
 - b. Introduce the Principles of Design as listed on Canvas/Document.
 - a. Go over the basic composition types for consideration.
2. Brainstorming:
 - a. Class/Forum Discussion: **If in a forum each student must respond to one other post for full credit.*
 - What part do the elements of art play in art compositions?
 - Why are the art elements important?
3. Guided Practice:
 - a. Show examples of artworks and discuss how the elements of art are used in each image.
4. Activity:
 - a. In your sketchbook make a minimum of **9 thumbnail sketches** of compositions implementing at least three elements of art on one page. **You may make more than 9 thumbnail sketches, but may not use more than 2 sheets of paper.*
 - b. In reviewing your thumbnails, choose one you feel is the strongest and draw one draft sketch with more detail.
 - c. You will make a **process board** by taking images to show how you got to your **final composition**.
 - i. **No more than 4 pages.**
 - ii. This can include an image of your thumbnail sketches.
 - iii. Google Slides or Google Doc
5. Closing/Assessment:
 - a. A class review (critique) of final works.
 - i. Students will present a digital document (Google Slides or Doc)

1. Include a title page with student name, class, title for the project (Theme), and subtitle of “Unified Composition”.
 2. May include your **process board** images in this document, or keep it as a separate file.
 3. Include the final image.
- ii. Students are encouraged but not required to give feedback to one another in class; If the critique takes place in a forum/discussion post all students will be required to respond to at least one classmate.

Adaptations to meet individual needs

- Gifted: Gifted students will be permitted to work on more than 9 required thumbnail sketches to explore deeper possibilities of outcome.
- ADHD: Providing Prompts, Preferred Seating, Printed copy of teacher notes upon student request.
- Other Health Impairments (OHI): Printed copy of teacher notes upon student request, Instructional Resources and Materials.

Instructional Resources:

- Google Slides presentation with a listing of the elements of art definitions, a listing of the principles of design definitions, an example of thumbnail sketches, an example of a process board, and a description of the assignment.

Materials List: *(Due to the restrictions of Covid-19 no materials will be shared)*

- Multimedia Sketchbook and drawing utensils including 2B-4H graphite pencils, a blending stub, erasers, and colored pencils.
 - Use of the watercolor set is optional and encouraged for experimentation.
 - Use of scissors and glue to layer paper materials is optional.
- Any props from home the student will need to arrange compositions if the student chooses to draw from life.

References:

- 9-12 North Carolina Essential State Standards for Visual Arts
(<https://www.dpi.nc.gov/documents/curriculum/artsed/scos/new-standards/arts/visual/essential-standards-visual-arts-9-12>)
- Glossary Visual Arts from North Carolina Department of Public Instruction
(<https://www.dpi.nc.gov/documents/curriculum/artsed/scos/support-tools/glossary/glossary-visual-arts>)
- Top Compositions handout from The Art of Education University at theartofeducation.edu.
- All images are royalty-free and copyright free from Pixabay.com.