

Class: Block 4A-WVA Studio Art 1 Foundations (Watauga Virtual Academy)

Period: Week 4, Feb 1 - Feb 5 *This lesson may take multiple weeks to complete; *Plan for Weeks 4-6.*

Lesson 1: Exploring the Elements of Art		
Stage 1 Desired Results		
ESTABLISHED GOALS B.V.1 Use the language of visual arts to communicate effectively. <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>	
	<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.	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> ● successfully unified artworks implement several elements of art and principles of design. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● Why are the art elements important? ● How do the elements of art work with the principles of design? ● What part do the principles and elements play in art compositions?
	<i>Acquisition</i>	
<i>Students will know...</i> <ul style="list-style-type: none"> ● The elements of art ● The principles of design ● The concept of unity in compositions 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Drawing to express elements of art ● Writing to describe element use ● Using vocabulary properly in conversation 	
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 art elements are used.</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.
 - **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.
 - **Balance:** Parts of a picture arranged symmetrically or asymmetrically so that areas seem to have equal visual weight.
 - **Asymmetrical:** A type of balance where elements are arranged differently on each side of an imaginary midline.
 - **Symmetrical/Symmetry:** A type of balance in which elements are arranged the same on each side of an imaginary line.
 - **Movement:** In visual arts, the direction or flow in artwork.
 - **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.
 - **Unity:** A principle of design which is the quality of having all parts look as if they belong together; achieved by proximity or repetition.

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.

Syntax: The language demands will be met by using subject-specific vocabulary and language within proper context in the discussion board/forum and/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:

- A list/document with vocabulary definitions on Canvas/Google Slides document.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
1. Must focus on the required element. 2. Must write a post that answers all required questions; must respond to at least one classmate for full credit.	PERFORMANCE TASK(S): <ol style="list-style-type: none"> 1. Daily Warm-Ups 2. Brainstorming Forum Posts 3. Guided Practice Posts 4. Weekly Closing Assessment Compositions

<p>3. Must write a post that answers all required questions; must respond to at least one classmate for full credit.</p> <p>4. Must include all required elements.</p>	
<ul style="list-style-type: none"> ● Finding relationships between elements and observations 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Verbal or written participation in live discussion

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Plan of Action:

1. Opening: (Week 4, Feb 1-5)
 - a. Review the Elements of Art as listed on Canvas/Document.
 - i. Review **Line** from last week
 - ii. Introduce other elements:
 1. **Space & Shape**
 2. **Form, Value, & Texture**
 3. **Color** (primary, secondary, tertiary/intermediate/analogous, tint, shade, and tone)
 - b. Introduce the Principles of Design as listed on Canvas/Document.
 - i. Balance, movement, pattern/repetition, unity/variety and emphasis are used to create a composition
2. Brainstorming: Class/Forum Discussion (**Week 4**, Feb 1-5)
 - a. Why are the art elements important?
 - b. What part do the elements of art play in art compositions?
 - c. What is your favorite art element and why?
 - d. Optional: Provide an image (original drawing or from a web search) that you appreciate based on use of elements;
 - Each student should respond to the main post and reply to at least one classmate for full credit.
3. Guided Practice: Class/Forum Discussion (**Week 5**, Feb 8-12)
 - a. Show examples of artworks and discuss how the elements of art are used in each image.
 - Each student should respond to the main post and reply to at least one classmate for full credit.
4. Activities: Daily Warm-Ups: Each week students will sketch daily based on the following elements listed.
 - a. Space & Shape (**Week 4**, Feb 1-5)
 - i. Feb 1: Organic Shape
 - ii. Feb 2: Geometric Shape
 - iii. Feb 3: Organic Space
 - iv. Feb 4: Geometric Space
 - v. Feb 5: Full Page Space & Shape composition
 - b. Form, Value, & Texture (**Week 5**, Feb 8-12)
 - i. Feb 8: Texture Study (soft and rough)
 - ii. Feb 9: Texture Study (crosshatch)
 - iii. Feb 10: Value Study (value scale 5 blocks)

- iv. Feb 11: Value Study (draw a sphere with a range of value, including a shadow and highlight).
 - v. Feb 12: Form Study (draw an object from life that has a texture; include a range of value to give form to shapes)
 - c. Color (**Week 6**, Feb 15-19)
 - i. Feb 15: Draw using primary colors (red, yellow, blue)
 - ii. Feb 16: Draw using secondary colors (orange, green, purple/violet)
 - iii. Feb 17: Draw using tertiary/intermediate colors (red-orange, red-violet, yellow-orange, yellow-green, blue-green, and blue-violet)
 - iv. Feb 18: Draw using complementary colors (red/green, orange/blue, yellow/orange)
 - v. Feb 19: Full Page Study on Color (may choose a monotone, complementary, analogous, or triadic scheme)
5. Closing/Assessments: Students will complete one drawing entry in their multimedia books and upload images on Canvas.
 - a. **By the end of week 4:** Draw one composition using Line, Space, and Shape
 - b. **By the end of week 5:** Draw one composition using Line, Space, Shape, Form, Value, and Texture
 - c. **By the end of week 6:** Draw one composition using all of the elements (Line, space, shape, form, value, texture, and color)

Adaptations to meet individual needs

- Gifted: Gifted students will be permitted to work on more than required daily warm-up 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 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>)
- All images used in the instructional materials (Google Slides) are royalty-free and copyright free from Pixabay.com.