

Mrs. Dorothy Smith, Appalachian State University

**Class title:** Studio Arts I (NC Essential State Standards High School Beginning Visual Arts)

## 1. Lesson Name: Unified Composition Part II

<b><u>STANDARDS</u></b>	<b><u>TRANSFER</u></b>
<p>B.V.1 Use the language of visual arts to communicate effectively.</p> <ul style="list-style-type: none"><li>• B.V.1.1 Use art vocabulary when discussing art and artistic styles.</li><li>• B.V.1.2 Apply the Elements of Art and Principles of Design to create art.</li><li>• B.V.1.4 Recognize how Elements of Art and Principles of Design are used in art.</li></ul>	<p><i>Students will be able to independently use their learning to... apply their understanding of the elements of art and principles of design to arrange unified and expressive compositions.</i></p>

## 2. Meaning and Acquisition:

<b><u>ESSENTIAL QUESTIONS:</u></b>	<b><u>STUDENTS WILL UNDERSTAND THAT:</u></b>	<b><u>STUDENTS WILL BE SKILLED AT:</u></b>
<ul style="list-style-type: none"><li>• How can artists design unified or cohesive works of art?</li><li>• What ties art together?</li></ul>	<ul style="list-style-type: none"><li>• Successfully unified artworks implement several elements of art and principles of design.</li></ul>	<ul style="list-style-type: none"><li>• Creating Thumbnails and Rough Drafts to plan compositions</li><li>• Creating a process board to document</li><li>• Creating a unified composition</li><li>• Presenting work</li></ul>

## 3. Learning Objectives and Targets:

<b><u>OBJECTIVES</u></b>	<b><u>VOCABULARY</u></b>
<ul style="list-style-type: none"><li>• Students will learn to create, present, and respond to the visual art of digital photography by incorporating the language function <b>Explain</b>. Students will explain how and why their compositions were arranged and prepared to achieve unity.</li></ul>	<ul style="list-style-type: none"><li>• Principles of Design: The way the elements of art are used to create a composition, such as balance, movement, pattern/repetition, unity/variety and emphasis.</li><li>• Elements of Art: Components that make up a composition: line, value, space, texture, shape/form and color.</li><li>• Composition: Organization of elements in space.</li></ul>

## 4.. EVIDENCE and ASSESSMENT

<b><u>CRITERIA</u></b>	<b><u>PERFORMANCE TASK</u></b>
<ol style="list-style-type: none"><li>1. Thoughtfully answer the Essential Questions and elaborate; Use the Elements of Art and Principles of Design to Analyze an Artwork.</li><li>2. Sketch 4-9 different composition ideas, or variations of one idea, in a thumbnail draft.</li><li>3. Draft a full sketch of the chosen composition; Notes and tests of materials are helpful to understand.</li><li>4. Take a minimum of 3 pictures that guide the viewer through the artmaking process.</li><li>5. The Final Unified Composition must reflect the draft but have more advanced and/or refined artmaking techniques.</li><li>6. Reflect on the thumbnail ideas, the experimentation with the draft, the artmaking process and materials used, challenges, and what you'd do differently.</li></ol>	<ol style="list-style-type: none"><li>1. Discussion Forum &amp; Guided Practice</li><li>2. Draw 4-9 Thumbnails</li><li>3. Create a draft sketch of the chosen composition</li><li>4. Make a Process Board of images leading to the Final Work</li><li>5. Complete a Unified Composition</li><li>6. Participate in the Final Critique Presentations (live presentation, or media recording upload or written self-critique submission.)</li></ol>

## 5. DIFFERENTIATION and ADAPTATIONS

- Gifted: Gifted students will be permitted to work on more than 9 required thumbnail sketches to explore deeper possibilities of outcome, may write more elaborately in discussion boards, and may submit longer media recordings or written critiques.
- 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.
- Stress & Anxiety: May present work from seat, submit written critique, or upload a media recording for critique.
- Issues with Internet Connection or Technology: May submit hand-written work and show physical artworks, and may verbally elaborate on thought process, artmaking process, choices, challenges, and what they may have done differently.

## 6. PLAN and REFERENCES

1. **Opening: *Sharing of Instructional Materials***
  - a. Review Elements of Art & Principles of Design.
  - b. Review Watercolor and Marker Techniques.
  - c. Review Value and how to push it further.
  - d. Review Line Variation.
2. **Brainstorming:** *(in class and online discussion forum)*
  - a. How can artists design unified or cohesive works of art? What ties art together?
3. **Guided Practice:** *(in class discussion and online activity)*
  - a. Analyze Art: Identify the elements and principles implemented. Identify any symbolism or iconography. Do you feel this composition is unified?
4. **Activity: Google Slides Presentation Submission**
  - a. (10pt) 4-9 Thumbnails; must implement 3+ elements and 3+ principles each.
  - b. (5pt) 1 Full Draft Sketch with notes and experimentation of materials.
  - c. (5pt) 3+ Process Pictures showing artmaking process.
  - d. (80pt) 1 Full Unified Composition; Must use at least 2 different mediums (5pt); Must implement 3+ elements and 3+ principles.
5. **Closing Assessment: Critique**
  - a. Critique in class, written reflection (typed or handwritten 1-2 pages), or with a media recording upload (up to 5 minutes).
    - i. Describe your thumbnail ideas.
    - ii. Describe your Rough Draft, notes, and material experimentation.
    - iii. Describe your artmaking process (process board).
    - iv. Describe your Final Artwork, and reflect on challenges and what you would do differently, looking back.