

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

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Approved: June, 2011

Course Title: Art Unit Name: The Elements of Art and Principles of Designs
Grade Levels: 3rd, 4th, 5th, 6th

<p>Content Statements In 3rd, 4th, 5th, and 6th grade, students will utilize their knowledge of the Elements of Art and the Principles of Design to continue to a more complex project based experience using a greater variety of art materials.</p>	<p>NJSLS: 1.1-6 All</p> <p>Companion Standards: RST 6-8.4</p>
<p>Overarching Essential Questions What are the Elements of Art? When and how do we use the Elements of Art? What are the Principles of Design? When and how do we use the Principles of Design?</p>	<p>Overarching Enduring Understandings Art is all around us, influencing and reflecting what we do and how we think. We create original artwork in a variety of media utilizing the Elements of Art and the Principles of Design.</p>
<p>Unit Essential Questions Elements of Art: What is a line and how do we use it in art? What is color and how do we use it in art? What is shape and how do we use it in art? What is form and how do we use it in art? What is space and how do we use it in art? What is texture and how do we use it in art? What is value and how do we use it in art? Principles of Designs: What is balance and how do we use it in art? What is contrast and how do we use it in art? What is emphasis and how do we use it in art? What is movement and how do we use it in art? What is repetition and how do we use it in art? What is unity and how do we use it in art?</p>	<p>Unit Enduring Understandings The elements may be considered as the parts of art, whereas the principles may be described as the simple directions which tell the artist how to use the elements.</p>
<p>Unit Rationale The classroom will promote creative artistic growth through expressing and exploring the applications of the visual arts.</p>	<p>Unit Overview The students will understand that from a learned understanding of the elements and principles the artist can create, analyze, and discuss visual organization and meaning in works of art. They will learn that the creation of art is a thoughtful process, and that the ability to identify, control, and manipulate the elements and principles is essential.</p>
<p>Authentic Learning Experiences</p>	

Through a wide variety of art materials the students will create their own artwork.

21st Century Skills and Themes

Global: projects based on art history and world cultures.

Collaboration: interacting with all subjects.

Problem solving: guided activities, while students make their own discussion about style.

Technology: using the computer to view art and learn art techniques.

Unit Learning Targets/Scaffolding to CPIs

This unit is designed to reinforce student's art skills so that they will be prepared for more challenging activities and more advanced projects.

Key Terms

Abstract: A style that is not realistic

Analogous colors: Colors that appear next to each other on the color wheel

Background: The parts of an artwork that seems the farthest away

Balance: Creating a sense of equilibrium

Blend: To mix or rub colors together

Border: A frame-like edge

Brayer: A rubber roller used to spread ink

Collage: Artwork made by gluing any bits of materials to a flat surface

Contour: The outline of a shape

Complementary colors: Colors that are opposite one another on the color wheel

Cool colors: The family of colors that includes greens ,blues ,and violets

Etching: scratching a design

Design: A plan for the arrangement of the art elements

Diagonal: A slanted line

Foreground: The part of an artwork that seems the closest to you

Horizon Line: The line where the ground and sky appear to meet

Illusion: An image that tricks the eye

Intermediate Colors: Colors that are a mixture of a primary and a secondary color

Loom: A frame used to hold yarn for weaving

Middle Ground: The part between the foreground and the background

Perspective: A way of making a flat artwork look as if it has depth

Shade: A color made by adding black to a hue

Symmetrical Balance: A type of balance in which both sides of an artwork look the same

Tint: A color created by mixing a hue with white

Value: The lightness or darkness of colors

Vanishing point: A point on the horizon at which receding parallel lines meet in a perspective

Vertical: Moving up and down

Warm Colors: The family of colors that includes reds, yellows, and oranges

Warp: The vertical threads attached to the top and bottom of a loom

Weft: The threads woven back and forth, over and under the warp fibers on a loom

Instructional Strategies

Introduce activity

Model and demonstrate

Supervision and assistances

Customizing Learning/ Differentiation

Special Needs

Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs.

ELL

Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students' families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region's biodiversity is invaluable to the group's work.

Gifted Learners

Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources.

Mainstream Learners

Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.

Formative Assessments

Monitoring the students during planned activity

Evaluating the final product

Interdisciplinary Connections

All subject areas: Language Arts: story telling

Math: problem solving ,measuring, proportions, shapes

Social Studies: cultural and art history

Science: experimenting

Resources

Art History Books: "History of Art for Young People"-H.W. Janson & Anthony F. Janson

"Art in Your World"-Gerald F. Brommer & George F. Horn

"History of Art"-H.W. Janson

Art Appreciation Books: "Art Smart"-Susan Rodriguez

"Discovering Great Artist"-Mary Ann F. Kohl & Kim Solga

Multicultural Books: "Culture Smart"-Susan Rodriguez

"Multicultural Art Activities Kit"-Dwila Bloom

"Global Art"-Mary Ann F. Kohl & Jean Potter

Art Websites: www.artsonia.com

www.moma.org/destination

www.crayda.com

www.haringkids.com/

www.harcourtschool.com/menus/art_center.html

Software: Kid Pix , Mystery Museum , Jump Start Artist

Artist Prints: Art Image Master Kit

Suggested Activities for Inclusion in Lesson Planning

The art program will include, but not limited to:

Drawing: perspective techniques, realistic still life, abstract designs, self portraits

Painting: mixing colors, value painting, tempera, watercolor, acrylics, encaustic-melted crayon

Printmaking: linoleum block, sponge, stamping

Sculpture: papier mache masks, paris craft sculpture, model magic sculpture

Ceramics: coil, slab, and mold clay objects

Textiles: loom weaving, burlap stitchery, basket weaving

Crafts: metal embossing, tie-dye fabric, paper making, mosaic tiles, batik resist

Art History: introduction to artist, their lives and their contributions to society

Art Appreciation: learn styles and eras of art

Art Culture: learn that art has cultural purpose, tradition and significance

Unit Timeline

Four years. First year 3rd grade, second year 4th grade, third year 5th grade, fourth year 6th grade.

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● Preferential seating ● Reduced classwork ● Verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● Behavior management support ● Adjusted grading ● Verbal testing
Enrichment	<ul style="list-style-type: none"> ● Collaborative activities ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for experimenting with materials independently 	<ul style="list-style-type: none"> ● Encourage student voice and input
IEP	<ul style="list-style-type: none"> ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools 	<ul style="list-style-type: none"> ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide visual images of materials ● Incorporate as many learning senses as possible
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Collaboration 		<ul style="list-style-type: none"> ● Problem Solving ● Acceptance of diversity ● Self management skills ● Communication
Integrating Technology		

<ul style="list-style-type: none">● Smart board presentations	<ul style="list-style-type: none">● Youtube videos
Career education	
<ul style="list-style-type: none">● Introductions to working artists and craftsmen	<ul style="list-style-type: none">● Introductions to art related careers