6-8 Unit 1, Art, Elements and Principles of Art

Enduring Understanding
Art is created using the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

Art should be created using a variety of genre styles and correct terminology to classify various art genres.

Essential Questions
What choices must an artist make before beginning a work?

What factors influence artist and artistic expression and how do people express themselves through art today?

What problem solving skills do I need to create art?

How do I use my knowledge of art skills to create art?

How can we use design principles to organize ideas?

Common Core Standards

VPA.1.1.8 All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

VPA.1.3.8.D.CS1 The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

VPA.1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

VPA.1.3.8.D.CS2 Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.

VPA.1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

VPA.1.3.8.D.CS3 The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.

VPA.1.3.8.D.3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

VPA.1.3.8.D.CS4 Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.

VPA.1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to
challenging visual arts problems, expressing similar thematic content.

VPA.1.3.8.D.CS5
Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.

VPA.1.3.8.D.5
Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

VPA.1.3.8.D.CS6
The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.

VPA.1.3.8.D.6
Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

VPA.1.4.8.A.6
Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

**Student Learning Objectives**

**Color**

Review primary and secondary colors.

Review, mix, and apply complementary, warm and cool colors.

Review, identify, mix, and apply tertiary, analogous, neutral, and monochromatic colors.

Demonstrate the use of colors to create harmony.

**Line**

Review and apply a variety of lines.

Create a variety of lines in various mediums.

Recognize line as a shading tool.

**Shape**

Review and apply geometric, natural, and free-form shapes.

Recognize that shapes can be overlapped to achieve perspective or visual interest.

Recognize and demonstrate how natural shapes such as trees can contrast with geometric shapes such as houses.

**Texture**

Review and apply real and implied texture.

Create texture in different media.
Space

Review and apply organization of elements in a composition, perspective, and positive/negative space.

Recognize and apply foreground, middle ground, and background in a composition.

Recognize and understand that shapes can be drawn as 2 dimensional or 3 dimensional in a composition.

Recognize and demonstrate illustrations in 1 point perspective.

Form

Recognize and demonstrate 3 dimensional form by illustration or construction.

Value

Recognize and demonstrate light and dark on a surface or object to help create a form, depth, and perception.

PRINCIPLES

Pattern

Recognize and demonstrate the use of creating patterns in making art.

Emphasis

Recognize and demonstrate how to use emphasis when making art.

Demonstrate emphasis through contrast (size, color, texture shape, etc.)

Balance

Create and understand symmetrical and asymmetrical balance in a variety of media.
Rhythm/Movement

Recognize and demonstrate that the suggestion of motion can be achieved through the use of various elements. Students can understand and demonstrate how the eye can be drawn to a focal area.

Variety

Recognize and demonstrate by using several elements of design the viewer’s attention can be guided through the artwork.

Harmony

Recognize and demonstrate that by using the same elements of design it can be appealing to the eye.

Unity

Recognize and demonstrate that using the components of art in a harmonious manner, the artwork will have a sense of completion.

Proportion

Recognize and demonstrate the size relationship of one object to another or its surroundings.

Create art using the elements of art and principles of design in 2D and 3D using a variety of media.

Create art using appropriate tools, mediums, and processes.

Discuss using art terminology for the classification of art into various art genres.

Create art following art genres.

Recognize multiple solutions to problems when creating visual art.

Inform choices about visual communication when choosing between traditional and contemporary art materials.
Utilize traditional and contemporary art materials (include digital media) in visual communication and art-making.

Create art from informed choices.

**Instructional Activities**

Projects inspired by famous artists, art movements, and culture

Projects using the elements and principles of art

Open discussion

Collaborative projects

Projects using a wide variety of art materials

**Texts and Resources**

http://www.google.com/culturalinstitute/home

http://www.heritagepreservation.org/PROGRAMS/SOS/4KIDS/howtoloo.htm

http://whitney.org/ForKids


www.artinstitutes.edu/

**Assessment**

Open discussion of famous art works

Rubrics

Observation of student work
6-8 Unit 2, Art, Cultural and Historical Themes and the Change in Art With Technology

Content Area: Art
Course(s): Art
Time Period: November
Length: 10 weeks
Status: Published

Enduring Understanding
New technology has made historical changes in art.

The history of visual art in world cultures provides insight into the lives of people and their values.

Essential Questions
What can we learn from studying the art of others?

In what ways has technology enhanced, increased or decreased the value of the image as a form of communication?

How has art changed through time?

What makes art "contemporary"?

What can artworks tell us about a culture or society and how does art help us think about people from the past?

In what ways do artists influence society and in what ways does society influence artists?

Common Core Standards

VPA.1.2.8.A.CS1 Technological changes have and will continue to substantially influence the development and nature of the arts.
VPA.1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.CS2 Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
VPA.1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.CS3 The arts reflect cultural morays and personal aesthetics throughout the ages.
VPA.1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Student Learning Objectives
Students will understand how the growth of technology influences the development and nature of art.

Students will map innovation in visual art caused by the creation of new technologies.

Students will trace the history of visual art in world cultures to provide insight into the lives of people and their values.
Students will differentiate between past and contemporary art.

Students will understand that artist can influence culture, or culture can influence the artist.

**Instructional Activities**
Projects inspired by famous artists, art movements, cultures, and technology
Open discussions

Discuss the differences between past and contemporary art.

**Texts and Resources**
Interactive SMART board websites
Software: Kidpix
www.youtube.com tutorial videos
Prints of famous art works
Picturing America Series, Teacher Resource Book: The National Endowment for the Humanities (Collection of prints)

**Assessment**
Teacher evaluation of completion of projects

Observe open discussion of cultural and historical themes and the change of technology within art

Compare and contrast famous art works

Rubrics
6-8 Unit 3, Art, Recognizing and Applying the Elements and Principles of Art

Content Area: Art
Course(s): Art
Time Period: January
Length: 10 weeks
Status: Published

Enduring Understanding
Art crosses cultural and language barriers throughout time.

Essential Questions
What can artworks tell us about a culture or society?

In what ways have artistic tradition, cultural values, and social issues influenced and/or given rise to new traditions/artistic expressions?

How does art shape culture?

Can art be understood in any language?

Common Core Standards

VPA.1.1.8 All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

VPA.1.1.8.D.CS1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.

VPA.1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

VPA.1.1.8.D.CS2 The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.

VPA.1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

Student Learning Objectives
Students will apply the knowledge and significance of the elements of art and principles of design in historical eras and cultures.

Students will understand that art is a universal language.

Students will demonstrate the elements of art and principles of design.

Students will compare and contrast various masterworks of art from diverse cultures and identify elements of the
works that relate to specific cultural heritages.

**Instructional Activities**
Projects inspired by famous artists, movements, and cultures

Projects using elements and principles of art

Study master works of arts from diverse cultures and different historical eras to assist them in understanding specific cultures

Open discussions

Compare and contrast various masterworks from diverse cultures.

**Texts and Resources**

http://www.louvre.fr/en/oal

http://arthistory.about.com/library/artists/blnames_main.htm

http://smarthistory.khanacademy.org/

http://www.artcyclopedia.com/

http://www.artinthepicture.com /

http://smartmuseum.uchicago.edu/smartkids/home.html

**Assessment**

Rubrics

Student observation

Students' open discussion of famous art work

Observe students' understanding and recognition of art principles
6-8 Unit 4, Art, Viewing, Understanding, Verbalizing, Creating, and Appreciating Art

Content Area: Art
Course(s): Art
Time Period: April
Length: 10 weeks
Status: Published

Enduring Understanding
Personal art work as well as the art work of peers should be discussed and critiqued.

Common Core Standards

VPA.1.4.8 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.8.A.CS1 Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
VPA.1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.CS2 Art may be used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.CS3 Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
VPA.1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.CS4 Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.
VPA.1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.A.CS5 Symbolism and metaphor are characteristics of art and art-making.
VPA.1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.CS6 Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.CS7 Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
VPA.1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B.CS1 Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.
VPA.1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
VPA.1.4.8.B.CS2 Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
VPA.1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.1.4.8.B.CS3 Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.
VPA.1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Student Learning Objectives
Student will be able to use contextual clues to discover artistic intent.

Student will be able to display an emotional response to cultural and historical visual art.

Students will understand that art can be utilitarian and non-utilitarian.

Students will be able to distinguish among artistic styles, trends, movements, and techniques in visual art within diverse cultures and historical eras.

Students will understand abstraction in art.

Students will compare and contrast changes in artwork over time.

Students will recognize symbolism and metaphors in visual art.

Students will differentiate between traditional and non-conventional visual art.

Students will analyze form, function, craftsmanship, and originality in visual art.

Students will evaluate and assess work of peers on content, form, and technical proficiency.

Students will recognize that elements of art and principles of design are universal.

Students will compare and contrast in written essays.

**Essential Questions**

What is the difference between art and art history?

Can art have a function?

What do you think the artist is trying to say?

What does it mean to be a successful artist today?

Can color (rhythm, etc.) affect mood/emotions?

Why is art necessary?

Can art help me understand other subjects and can other subjects help me understand art?

How does art make us think more abstractly?

How does art help us learn about other people?
Instructional Activities

Open discussion and critique of art work

Projects using a variety of media

Project research

Museum visit

Texts and Resources

http://www.google.com/culturalinstitute/home

http://www.artcyclopedia.com/

http://arthistory.about.com/library/artists/blnames_main.htm

http://www.metmuseum.org/metmedia

http://www.heritagepreservation.org/PROGRAMS/SOS/4KIDS/howtoolo.htm (sculpture)

Assessment

Rubric

Student observation

Open discussion

Research project presented in written format, art project, or powerpoint

Teacher observation of student critiques

Student portfolios