

Lower Township School District  
Cape May, New Jersey

# Art

# Instructional Units



## ART INSTRUCTIONAL UNITS TASK FORCE MEMBERS

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# Unit 1

# Color Theory

Unit Overview	
<b>Content Area: VISUAL ART</b>	
<b>Unit Title: Color Theory</b>	<b>Unit: Color</b>
<b>Target Course/Grade Level: 5<sup>th</sup></b>	<b>Timeline: 1<sup>st</sup> mp</b>
<p><b>Unit Summary</b></p> <p>Color will be explored and broken down into basic science. Color mixing, tints, shades, light and applications will be covered. Students will explore and ways to apply, change, and use color within all areas of their personal art and art in general.</p>	
Learning Targets	
Standards	
<b>1.1</b>	Creative Process: 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
<b>1.3</b>	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art
<b>1.4</b>	Aesthetic Responses and Critique Methodologies: 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
<b>9.1</b>	21 <sup>st</sup> century: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>• Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living <b>(1.1.5.D.1)</b></li> <li>• Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making <b>(1.3.5.D.3)</b></li> <li>• The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. <b>(1.3.5.D.4)</b></li> <li>• Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes) <b>(1.4.5.A.1)</b></li> <li>• Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts <b>(1.4.5.A.3)</b></li> <li>• Identifying criteria for evaluating performances results in deeper understanding of art and art-making <b>(1.4.5.B.1)</b></li> <li>• Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design <b>(1.4.5.B.4)</b></li> <li>• Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking <b>(9.1.8.B.1)</b></li> <li>• Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency <b>(9.1.8.C.3)</b></li> <li>• Effective communication skills convey intended meaning to others and assist in preventing misunderstandings <b>(9.1.8.D.2)</b></li> <li>• Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking <b>(9.1.8.B)</b></li> </ul>	

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CPI #	Cumulative Progress Indicator (CPI) –
1.1.5.d.1	Identify elements of art and principles of design that are evident in everyday life.
1.3.5.d.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.5.d.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.4.5.a.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications
1.4.5.a.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.5.b.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.b.4	Define technical proficiency, using the elements of the arts and principles of design.
9.1.8.c.3	Model leadership skills during classroom routines and extra curricular activities
9.1.8.d.2	Demonstrate the ability to understand inferences
9.1.8.b.1	Use multiple points of view to create alternative solutions
<b>Unit Essential Questions</b>	<b>Unit Understandings</b>
<ul style="list-style-type: none"> <li>♦ What is a color?</li> <li>♦ How do we change colors?</li> <li>♦ How do we use non- colors like white/black?</li> </ul>	<ul style="list-style-type: none"> <li>♦ Artists need to use, change and manipulate color to successfully create art.</li> <li>♦ Color is derived from reflected light.</li> <li>♦ Hue is the name of the color.</li> <li>♦ Intensity is the purity and strength of the color defined as brightness or dullness.</li> <li>♦ White and black create tints and shades</li> </ul>
<b>Unit Learning Targets (Outcomes) – Students will ...</b>	
<ul style="list-style-type: none"> <li>♦ Understand the color wheel</li> <li>♦ Understand how light creates color</li> <li>♦ Know how to mix color</li> <li>♦ Know how to alter colors with white or black</li> <li>♦ Apply the knowledge of color to their individual works of art.</li> <li>♦ Utilize a variety of mediums to produce color in their art.</li> </ul>	
<b>Integration of Technology: smart board technology/computer access</b>	
<b>Technology Resources: computers / projectors</b>	
<b>Opportunities for Differentiation: materials / color pallets/ artistic choices</b>	
<b>Teacher Notes:</b> The actual projects used for the performance based summative assessments may Vary from year to year.	
<b>Primary interdisciplinary connections:</b> science Spanish (colors)	
<b>21<sup>st</sup> Century themes:</b> creativity and innovation critical thinking and problem solving	

Evidence of Learning
<b>Summative Assessment</b>
<ul style="list-style-type: none"> <li>♦ Final art project using color theory</li> <li>♦ Ability to mix colors with paint/paper/various materials</li> </ul>
<b>Equipment needed:</b> art materials, examples, computers as needed
<b>Teacher Instructional Resources:</b> fine art examples, color wheel, paint experimental, color pallets, color paper experiments

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<b>Formative Assessments</b>	
<ul style="list-style-type: none"><li>♦ Teacher Observation</li><li>♦ Class Participation</li><li>♦ Art show</li></ul>	<ul style="list-style-type: none"><li>♦ Assessment</li><li>♦ Self- Assessment</li><li>♦ Hallway hanging</li></ul>
<b>ACTIVITIES</b>	<b>MATERIALS</b>
<ul style="list-style-type: none"><li>♦ Valentine color wheels</li><li>♦ Warm cool landscapes</li><li>♦ Color self portrait</li></ul>	<ul style="list-style-type: none"><li>♦ Oil pastels</li><li>♦ Paint</li><li>♦ Crayons markers</li></ul>

# Unit 2

# Exploring Woven Materials

Unit Overview	
<b>Content Area: VISUAL ART</b>	
<b>Unit Title: 5<sup>th</sup> Exploration of Woven Materials</b>	<b>Unit: Fibers</b>
<b>Target Course/Grade Level: 5<sup>th</sup></b>	<b>Timeline: ongoing</b>
<p><b>Unit Summary: Weaving includes an overview of designing and drafting basic weave structures and complete instructions for good warping and weaving techniques. Knotting, tying, understanding the making of fabrics and the Elements and Principles of Design are imperative in the development of this 3-dimensional genre. We will discover this non-traditional media and use it in traditional ways. Landscape and perspective will be explored through fabric as well.</b></p>	
Learning Targets	
Standards	
<b>1.2</b>	Creative Process: 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
<b>1.4</b>	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art
<b>1.3</b>	Aesthetic Responses and Critique Methodologies: 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
<b>9.1</b>	21 <sup>st</sup> century: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>• There many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem solving skills (1.3.5.d.5)</li> <li>• While there is shared vocabulary among the four arts discipline of dance, music, theatre, and visual art, each also has its own (1.4.5.b.3)</li> <li>• Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design (1.4.5.b.4)</li> <li>• Effective communication skills convey intended meaning to others and assist in preventing misunderstandings (9.1.8.d.2)</li> <li>• The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time (9.1.8.a.1)</li> <li>• Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking (9.1.8.b.1, 9.1.8.b.2)</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI) –
1.3.5.d.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom
1.4.5.b.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre and visual art
1.4.5.b.4	Define technical proficiency, using the elements of the arts and principles of design
9.1.8.d.2	Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events
9.1.8.a.1	Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills
9.1.8.b.1	Participate in brainstorming sessions to seek information, ideas and strategies that foster creative thinking
9.1.8.b.2	Assess data gathered to solve a problem for which there are varying perspectives (e.g. cross cultural, gender specific, generational), and determine how the data can best be used to design multiple solutions
7.1.n.m.c.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s)

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How are art elements and design principles used to create fiber art pieces?</li> <li>• How have weavings fiber arts contributed to Mexican culture?</li> <li>• Why would you use something other than paint and paper to make art?</li> <li>• Where is Mexico?</li> </ul>	<p><b>Unit Understandings</b></p> <ul style="list-style-type: none"> <li>• Fiber art is anything that includes stitching, weaving, quilting, sewing, rug making, crocheting, knitting, spinning,</li> <li>• Fiber arts can be either functional or sculptural.</li> <li>• Fiber arts are forms of visual communication.</li> <li>• Fiber arts artists use elements of art and principles of design.</li> <li>• Fiber arts have historical and cultural significance.</li> <li>• Art media, techniques, and processes must be used responsibly and appropriately.</li> <li>• Basic perspective- foreground, middle ground, background</li> </ul>
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**Unit Learning Targets (Outcomes) – Students will ...**

- Apply art elements and design principles in the creation of original works of art using
- Fiber arts materials.
- Know how to warp a basic card loom.
- Create a work that displays understanding of the use of materials and techniques.
- Create a work that displays depth in the use of materials and techniques.
- Create original works of art that reflect personal expression and the intentional use of yarn and fabric.
- Create a work of art using a 3d material.
- Interpret the landscape through fabric.

**Integration of Technology:** smart board

**Technology Resources:** smart board

**Opportunities for Differentiation:** give instructions using a variety of modalities, independent growth, and paper options if easier for some.

**Teacher Notes:** the actual projects used for the performance-based assessments may vary from year to year.

**Primary interdisciplinary connections:** math, Mexican culture, world languages

**21<sup>st</sup> century themes:** creativity and innovation critical thinking and problem solving

**Evidence of Learning**

**Summative Assessment**

- Weaving
- Mixed media weaving
- Landscape
- Art Show

**Equipment needed:** drawing tools, smart board, still life objects

**Teacher Instructional Resources:** fine art images – personal art work

**Formative Assessments**

<ul style="list-style-type: none"> <li>• class participation</li> <li>• teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• class critique</li> <li>• self-assessment</li> </ul>
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<b><u>ACTIVITIES</u></b>	<b><u>MATERIALS</u></b>
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<ul style="list-style-type: none"> <li>• Weaving a wall hanging</li> <li>• Landscape building with fabric</li> </ul>	<ul style="list-style-type: none"> <li>• Yarn fabric string metal beads mixed media</li> </ul>
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# Unit 3

# Foundations of Drawing

Unit Overview	
<b>Content Area: VISUAL ART</b>	
<b>Unit Title: Foundations of Drawing</b>	<b>Unit: drawing</b>
<b>Target Course/Grade Level: 5th</b>	<b>Timeline: ongoing</b>
<b>Unit Summary</b> Students learn the processes of sketching, contour, gesture and perspective drawing. Self-portraiture, outline and expression are all included with the elements of design. A solid foundation of drawing is taught throughout the 5 <sup>th</sup> grade art experience.	
Learning Targets	
Standards	
<b>1.1</b>	Creative Process: 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
<b>1.3</b>	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art
<b>1.4</b>	Aesthetic Responses and Critique Methodologies: 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
<b>9.1</b>	21 <sup>st</sup> century: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>• Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living (1.1.5.d.1)</li> <li>• The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems (1.3.5.d.1)</li> <li>• How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance (1.3.5.d.2)</li> <li>• Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. (1.4.5.b.2)</li> <li>• While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology. (1.4.5.b.3)</li> <li>• Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design (1.4.5.b.4)</li> <li>• Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking (9.1.8.b.1)</li> <li>• Effective communication skills convey intended meaning to others and assist in preventing misunderstandings (9.1.8.d.2)</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.5.d.1	Identify elements of art and principles of design that are evident in everyday life
1.3.5.d.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design
1.3.5.d.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles

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1.4.5.b.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers
1.4.5.b.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art
1.4.5.b.4	Define technical proficiency, using the elements of the arts and principles of design
9.1.8.b.1	Use multiple points of view to create alternative solutions
9.1.8.d.2	Demonstrate the ability to understand inferences
<b>Unit Essential Questions</b>	<b>Unit Understandings</b>
<ul style="list-style-type: none"> <li>♦ How can we use different forms of drawing to enhance our art works?</li> <li>♦ How can we use size to enhance depth in your art?</li> <li>♦ How does the artist use drawing to communicate with the viewer?</li> <li>♦ Can you draw?</li> </ul>	<ul style="list-style-type: none"> <li>♦ Artists use their eyes more than their thinking to draw realism.</li> <li>♦ Changing the thickness of a line helps to express an idea or feeling.</li> <li>♦ All people have the ability to draw whether or not they think they have the “talent”.</li> <li>♦ Shape, value, texture, form and space are all achieved through drawing.</li> <li>♦ Just about all elements of art and principle of art are affected by drawing.</li> <li>♦ Drawing is a learned experience</li> </ul>
<b>Unit Learning Targets (Outcomes) –</b> <i>Students will ...</i>	
<ul style="list-style-type: none"> <li>♦ Be able to understand how drawing can be a learned skill.</li> <li>♦ Be able to use thick, thin, angles, curved, straight, etc... lines to help express an idea or image.</li> <li>♦ Use basic perspective to illustrate depth on a 2-d surface.</li> <li>♦ How lines create shapes</li> <li>♦ Have confidence while trying to draw something “realistic”</li> </ul>	
<b>Integration of Technology:</b> smart board	
<b>Technology Resources:</b> smart board	
<b>Opportunities for Differentiation:</b> give instructions using a variety of modalities, independent growth	
<b>Teacher Notes:</b> the actual projects used for the performance based assessments may vary from year to year.	
<b>Primary interdisciplinary connections:</b> math	
<b>21<sup>st</sup> century themes:</b> creativity and innovation critical thinking and problem solving	

Evidence of Learning	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>♦ Contour drawing- blind contour exercises-landscape-still life</li> </ul>	
<b>Equipment needed:</b> drawing tools, smart board, still life	
<b>Teacher Instructional Resources:</b> fine art images	

<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>♦ class participation</li> <li>♦ teacher observation</li> <li>♦ class critique</li> </ul>	<ul style="list-style-type: none"> <li>♦ self-assessment</li> </ul>

<b>ACTIVITIES</b>	<b>MATERIALS</b>
<ul style="list-style-type: none"> <li>♦ Blind contour exercises</li> <li>♦ Self portrait</li> <li>♦ Pumpkin still life</li> <li>♦ Drawing throughout semester</li> </ul>	<ul style="list-style-type: none"> <li>♦ Pencils markers</li> <li>♦ Mirrors pencils erasers etc.</li> <li>♦ Pumpkins drawing materials</li> </ul>

# Unit 4

# Methods and Media

Unit Overview	
<b>Content Area: VISUAL ART</b>	
<b>Unit Title: Methods and Media</b>	<b>Unit: Methods and Media</b>
<b>Target Course/Grade Level: 5<sup>th</sup></b>	<b>Timeline: ongoing</b>
<p><b>Unit Summary:</b> Artists make multiple decisions when creating art – techniques, tools, materials, subjects, meanings and expression all must be thought about. There are so many varieties, mediums, tools, techniques, available to artists and an infinite number of ways to apply the Elements and Principles of Design within an artwork. In this unit students will explore many of these methods and materials and learn new ways to apply them to create more complex pieces of art.</p>	
Learning Targets	
Standards	
1.1	Creative Process: 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
1.3	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art
1.4	Aesthetic Responses and Critique Methodologies: 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
9.1	21 <sup>st</sup> century: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> <li>• Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living (1.1.5.d.1)</li> <li>• The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems (1.3.5.d.1)</li> <li>• The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application (1.3.5.d.4)</li> <li>• While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology (1.4.5.b.3)</li> <li>• Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. (1.4.5.a.3)</li> <li>• Characteristic approaches to content, form, style, and design define art genres (1.2.5.a.2)</li> <li>• Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts (1.4.5.a.2)</li> <li>• Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. (9.1.8.b.1)</li> <li>• Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency (9.1.4.c.1)</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.5.d.1	Identify elements of art and principles of design that are evident in everyday life
1.3.5.d.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design
1.3.5.d.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art

1.4.5.b3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5.a.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.2.5.a.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view
1.4.5.a.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view
9.1.8.b.1	Use multiple points of view to create alternative solutions
9.1.8.c.1	Determine an individual's responsibility for personal actions and contributions to group activities

**Unit Essential Questions**

- Why are there so many ways to create art?
- What does using different materials do to the feeling of the art work?
- How does it alter the “feeling” of the art work?
- What rules will help you achieve certain techniques or expressions in the work?
- How does having a variety help or hinder your creative process?

**Unit Understandings**

- Artists need to use, change and manipulate mediums to effectively make art
- Artists make many decisions when creating art including the techniques, tools and materials they use. This helps the students create and achieve their desired effects/reasons for the artwork.
- **Media** is the materials used to make a work of art.
- **Technique** means the method used to create the artwork
- **Design** is how an artist chooses to arrange the Elements and Principles of art in their composition...
- **ELEMENTS OF ART-**
  1. **LINE-** Line is the path of a point moving through space.
  2. **SHAPE-**When lines meet shapes are formed. Shapes are 2-dimensional
  3. **COLOR-** is derived from reflected light. Hue is the name of the color (determined by the dominant wavelength) and Intensity is the purity and strength of the color defined as brightness or dullness
  4. **VALUE** refers to lightness or darkness of a color.
  5. **TEXTURE** relates to the sense of touch and can be actual or implied.
  6. **FORM** has three dimensions: length, width, and depth and takes up space. Form may be an actual object with volume or implied on a 2-D surface with the use of light and shading techniques.
  7. **SPACE** is the 2-D or 3-D area in which the art is organized. It can be positive or negative.
- **PRINCIPLES OF ART**
  1. **BALANCE** is a sense of stability in an artwork. It can be *symmetrical* (evenly balanced), *asymmetrical* (unevenly balanced) or *radial*.
  2. **CONTRAST** emphasizes the differences in the elements used in a work of art. It gives variety and makes the elements livelier.
  3. **EMPHASIS** is the effect created when one element is given more importance than the others.
  4. **RHYTHM/PATTERN** is the use of repetition of a design element which establishes a visual

<b>Unit Learning Targets (Outcomes) –</b> <i>Students will ...</i>
<ul style="list-style-type: none"> <li>♦ Study and analyze different artists and styles of art and the methods and media used in their work.               <ol style="list-style-type: none"> <li>1. Explore a variety of methods and material to create original works of art.</li> <li>2. Identify and apply elements and principles of design to their work.</li> <li>3. Properly use various art tools, materials and techniques responsibly, appropriately and safely.</li> <li>4. Use art terminology properly and effectively.</li> </ol> </li> </ul>
<b>Integration of Technology: smart board technology/computer access</b>
<b>Technology Resources: computers / projectors</b>
<b>Opportunities for Differentiation: materials / offer independent art activities/ artistic choices/ students have access to the art room and teacher during down times.</b>
<b>Teacher Notes:</b> The actual projects used for the performance based summative assessments may Vary from year to year.
<b>Primary interdisciplinary connections:</b> science/math/ Spanish (colors)
<b>21<sup>st</sup> century themes:</b> <ul style="list-style-type: none"> <li>♦ learning and innovation skills</li> </ul>

Evidence of Learning
<b>Summative Assessment</b>
<ul style="list-style-type: none"> <li>♦ Mixed media collages</li> <li>♦ Introduction to 3d</li> <li>♦ Printmaking / metal work</li> <li>♦ <i>(see individual lesson plans for list of materials needed.)</i></li> </ul>
<b>Equipment needed:</b> art materials, examples, computers as needed
<b>Teacher Instructional Resources:</b> fine art examples, (see individual lesson plans for list of resources)

Formative Assessments	
<ul style="list-style-type: none"> <li>♦ Teacher Observation</li> <li>♦ Class Participation</li> <li>♦ Art show</li> </ul>	<ul style="list-style-type: none"> <li>♦ Assessment</li> <li>♦ Self- Assessment</li> <li>♦ Hallway hanging</li> </ul>

ACTIVITIES	MATERIALS
<ul style="list-style-type: none"> <li>♦ Weaving</li> <li>♦ Collage</li> <li>♦ Fabric landscapes</li> <li>♦ Crayon resist</li> </ul>	<ul style="list-style-type: none"> <li>♦ Yarn, paper, found objects</li> <li>♦ Paint and all materials</li> <li>♦ Material glue paint</li> <li>♦ Crayon watercolor</li> </ul>