

Lower Township School District
Cape May, New Jersey

Art

Instructional Units



ART INSTRUCTIONAL UNITS TASK FORCE MEMBERS

JANEEN LINDSAY

SHARON COSLOP

JILL CUCCI-SMITH

SABINA MULLER, CURRICULUM AND INSTRUCTION SUPERVISOR

SEPTEMBER 2013

Unit 1

The Element of Shape

Unit Overview	
Content Area: Visual Arts	
Unit Title: The Element of Shape	Unit:
Target Course/Grade Level: 1st grade	Timeline: ongoing
<p>Unit Summary : Students will review the element of shape. They will identify and use geometric and free-form shapes and understand that the shape of an object is drawn with an outline. They will begin to use their understanding of shape to discuss how artists express emotions and communicate ideas. Students will explore shape using a variety of mediums, techniques and materials and understand that shapes can be used to create many different styles of art including realistic and abstract.</p>	
Learning Targets	
Standards	
1.1	The 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
1.2	History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures
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 & 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.	21st-Century Life & Career Skills 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"> • The basic elements of art and principles of design govern art creation and composition • Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. • Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems • Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings • Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies • Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations. • Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world • 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 • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving 	

Lower Township School District
Cape May, New Jersey

CPI #	Cumulative Progress Indicator (CPI) –		
1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork		
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used		
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods		
1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.		
1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.		
1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.		
9.1.4.A.1	Use multiple points of view to create alternative solutions.		
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.		
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking		
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ What kinds of shapes are there? ♦ Where do we see shapes? ♦ What makes a shape? ♦ Why is shape important to Art? </td> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ </td> </tr> </table>		<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ What kinds of shapes are there? ♦ Where do we see shapes? ♦ What makes a shape? ♦ Why is shape important to Art? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦
<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ What kinds of shapes are there? ♦ Where do we see shapes? ♦ What makes a shape? ♦ Why is shape important to Art? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ 		
Unit Learning Targets (Outcomes) –			
<i>Students will ...</i>			
<ul style="list-style-type: none"> ♦ Improve their perception of shapes in art and in our environment. ♦ Distinguish between geometric and free-form shapes in their environment and in works of art. ♦ Discuss their thoughts and feelings of how artists used the element of shape in various styles of art. ♦ Understand that a shape is created when a line closes and the shape of an object is called an outline. ♦ Utilize a variety of methods and materials to apply the element of shape to create works of art. ♦ Make decisions on how to use the element of shape to express emotions or communicate ideas. 			
Integration of Technology: Computer, DVD			
Technology Resources: www.incredibleart.org ,			
Opportunities for Differentiation: Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library.			
Teacher Notes: The actual projects used for the performance based summative assessments may vary from year to year.			
Primary interdisciplinary connections:			
<ul style="list-style-type: none"> ♦ Math(shape vocabulary) ♦ Science (Shapes in our environment) ♦ Language Arts Literacy(verbalize ideas on art) 			
21st century themes:			
<ul style="list-style-type: none"> ♦ learning and innovation skills 			

Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> ♦ Matisse Cut-Outs(drawing with scissors to create shapes, both geometric and organic) ♦ Recognize shapes as seen in fine art Klee’s Red Balloon and Picasso’s Three Musicians. ♦ Shape frame (using shapes to create patterns) 	
Equipment needed: Internet, pencils, erasers, crayons, colored paper, scissors, glue, watercolor paint, tempera paint, brushes	
Teacher Instructional Resources: Fine Art prints showing examples of shape use (See individual lesson plans for list of resources), Variety of story books.	
Formative Assessments	
<ul style="list-style-type: none"> ♦ Teacher observation ♦ Class critique ♦ Class Participation 	<ul style="list-style-type: none"> ♦ Group/individual oral assessment ♦ Self-Assessment ♦ Hallway Hanging
<u>ACTIVITIES</u>	<u>MATERIALS</u>
<ul style="list-style-type: none"> ♦ Matisse Cut-outs 	<ul style="list-style-type: none"> ♦ Colored paper, scissors, glue
<ul style="list-style-type: none"> ♦ Shape Collage 	<ul style="list-style-type: none"> ♦ Paper, scissors, glue, scrap paper
<ul style="list-style-type: none"> ♦ Shape Printing 	<ul style="list-style-type: none"> ♦ Paper, tempera paint, printing objects
<ul style="list-style-type: none"> ♦ Shapes in Buildings (Cityscape) 	<ul style="list-style-type: none"> ♦ Colored paper, drawing paper, large scraps of colored, glue,

Unit 2

The Element of Texture

Unit Overview	
Content Area: Visual Arts	
Unit Title: The Element of Texture	Unit: 3
Target Course/Grade Level: 1st grade	Timeline: ongoing
<p>Unit Summary: Students will review the element of texture. They will distinguish between actual texture and visual texture and understand how artists use a variety of materials to create actual textures, and use lines, shapes, and colors to create visual textures. They will begin to use their understanding of texture to discuss how artists express emotions and communicate ideas. Students will explore texture using a variety of mediums, techniques and materials and understand that textures can be used to create many different styles of art including realistic and abstract.</p>	
Learning Targets	
Standards	
1.1	The 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
1.2	History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures
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 & 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.	21st-Century Life & Career Skills 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"> • The basic elements of art and principles of design govern art creation and composition • Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. • The function and purpose of art-making across cultures is a reflection of societal values and beliefs • Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems • Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies • Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations. • Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world • 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 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures

Lower Township School District
Cape May, New Jersey

1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods
1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media
9.1.4.A.1	Use multiple points of view to create alternative solutions.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics

Unit Essential Questions

- What is texture in Art?
- How does art talk with textures?
- Where do you see textures?
- What are some ways that textures can make you feel?

Unit Understandings

- Texture is one of the elements of art and is part of the art vocabulary we need to know in order to understand and discuss the world of art.
- Artists explore with the element of texture to create works of art.
- We can find textures all around our environment.
- An artist uses texture to create in many different styles including realistic and abstract.
- Textures can be used to express emotions and help communicate ideas.
- Artists throughout history have used textures to create art.
- Actual texture is the way something feels. Artists can use many different types of materials to create actual texture in their art.
- Visual texture is the way something looks like it feels. Lines, shapes and colors help to create visual texture in art.

Unit Learning Targets (Outcomes) –

Students will ...

- Improve their perception of texture in art.
- Distinguish between actual texture and visual texture in their environment and in works of art.
- Discuss their thoughts and feelings of how artists used the element of texture in various styles of art.
- Understand that artists can use many different types of materials to create actual texture in their artwork.
- Understand that artists can use lines, shapes and colors to create visual textures in their artwork.
- Utilize a variety of methods and materials to apply the element of texture to create works of art.
- Make decisions on how to use the element of texture to express emotions or communicate ideas.

Integration of Technology: Computer, DVD on texture.

Technology Resources: www.incredibleart.org,

Opportunities for Differentiation:

- Flexibility with timelines
- provide for artistic choices
- utilize grouping strategies
- give instructions using a variety of modalities
- offer additional independent art activities
- allow students to use art room library

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

Primary interdisciplinary connections: Science (Textures in our environment) Language Arts Literacy (verbalize ideas on art)

21st century themes: Learning and Innovation skills: (1) Creativity and Innovation (2) Critical Thinking and Problem Solving

Evidence of Learning

Summative Assessment

- ♦ Texture collage (exploring actual texture)
- ♦ Paper Weaving
- ♦ Printing a Pattern
- ♦ Faith Ringgold inspired Paper Quilts
- ♦ Exploring Brushstrokes/ Painting to Music
- ♦ Gyotaku Fish Prints

Equipment needed: Internet, pencils, erasers, crayons, colored paper, scissors, glue, watercolor paint, tempera paint, brushes, oil pastels, assorted found objects, printing inks, rubbing plates,

Teacher Instructional Resources: Fine Art prints showing examples of texture use (See individual lesson plans for list of resources), Variety of story books.

Formative Assessments

- | | |
|--|--|
| <ul style="list-style-type: none"> ♦ Teacher observation ♦ Class critique ♦ Class Participation | <ul style="list-style-type: none"> ♦ Group/individual oral assessment ♦ Self-Assessment ♦ Hallway Hanging |
|--|--|

<u>ACTIVITIES</u>	<u>MATERIALS</u>
♦ Texture collage	♦ Crayons, rubbing plates, found objects, glue
♦ Painting to music	♦ Watercolor paint, brushes
♦ Paper Weaving	♦ Paper, scissors
♦ Printing Patterns	♦ Paper, tempera paint, Styrofoam plates, printing ink, brayers
♦ Faith Ringgold Inspired Quilts	♦ Paper, scissors, crayons, pencils, glue
♦ Gyotaku Fish Prints	♦ Rubber fish, paper, printing ink, watercolor paints, brushes, sea salt, crayons

Unit 3

The Element of Color

Unit Overview	
Content Area: Visual Arts	
Unit Title: The Element of Color	Unit:
Target Course/Grade Level: 1st grade	Timeline: ongoing
Unit Summary : Students will review the element of color. They will identify and use primary and secondary colors and understand the basic use of a color wheel including the placement of complementary colors. They will begin to use their understanding of color to discuss how artists express emotions and communicate ideas. Students will explore color using a variety of mediums, techniques and materials and understand that colors can be used to create many different styles of art including realistic and abstract.	
Learning Targets	
Standards	
1.1	The 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
1.2	History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures
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 & 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.	21st-Century Life & Career Skills 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"> • The basic elements of art and principles of design govern art creation and composition • Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy • The function and purpose of art-making across cultures is a reflection of societal values and beliefs • Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems • Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings • Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies • Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations • Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world. • Each arts discipline offers distinct opportunities to observe, experience, interpret, appreciate, and respond to works of art and beauty in the everyday world. • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving • 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. 	

Lower Township School District
Cape May, New Jersey

CPI #	
1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods
1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories
1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media
1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media
1.4.2.A.1	Describe feelings and reactions in response to a creative movement/dance performance
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions

Unit Essential Questions

- How does art talk with color?
- Where do you see colors?
- What are some ways that colors can make you feel?

Unit Enduring Understanding

- Color is one of the elements of art and is part of the art vocabulary we need to know in order to understand and discuss the world art.
- Artists explore with the element of color to create works of art.
- We can find colors all around our environment.
- An artist uses color to create in many different styles including realistic and abstract.
- Colors can be used to express emotions and communicate ideas.
- Artists throughout history have used colors to create art.
- A Color wheel is a tool artists use to see the relationships of colors. It shows the colors of the rainbow (the color spectrum) in order.
- Primary colors cannot be made by mixing other colors. Secondary colors are created by mixing two primary colors.
- The complimentary colors are opposite each on the color wheel. When next to each other complements make each other appear brighter.

Unit Learning Targets (Outcomes) – Students will ...

- Improve their perception of color in art.
- Distinguish between primary and secondary colors in their environment and in works of art.
- Understand the basic uses of a color wheel and the order of the color spectrum.
- Identify complementary colors on the color wheel and in works of art.
- Discuss their thoughts and feelings of how artists used the element of color in various styles of art.
- Utilize a variety of methods and materials to apply the element of color to create works of art.
- Apply the technique of color mixing in their work of art.
- Make decisions on how to use the element of color to express emotions or communicate ideas.

Integration of Technology: Computer, DVD
Technology Resources: www.incredibleart.org ,
Opportunities for Differentiation: Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library.
Teacher Notes: The actual projects used for the performance based summative assessments may vary from year to year.
Primary interdisciplinary connections: Science (color spectrum) Language Arts Literacy (verbalize ideas on art)
21st century themes: Learning and Innovation skills: (1) Creativity and Innovation (2) Critical Thinking and Problem Solving

Evidence of Learning

Summative Assessment
<ul style="list-style-type: none"> ♦ Warm /Cool color collage ♦ Color Wheel/Color Mixing ♦ Colors and Seasons ♦ Abstract painting in the style of Kandinsky ♦ Illustrate a scene (using color to express thoughts and emotions) ♦ Still Life (using colors realistically)
Equipment needed: Internet, crayon, watercolor paints, brushes, paper, collage materials, glue, colored pencils, markers, tempera paints, oil pastels.
Teacher Instructional Resources: Fine Art prints showing examples of color use (See individual lesson plans for list of resources), Variety of story books.

Formative Assessments	
<ul style="list-style-type: none"> ♦ Teacher observation ♦ Class critique ♦ Class Participation 	<ul style="list-style-type: none"> ♦ Group/individual oral assessment ♦ Self-Assessment ♦ Hallway Hanging

ACTIVITIES	MATERIALS
<ul style="list-style-type: none"> ♦ Warm/Cool Color Collage ♦ Color Wheel/Color Mixing ♦ Colors and Seasons ♦ Abstract painting in the style of Kandinsky ♦ Illustrate a scene ♦ Still Life 	<ul style="list-style-type: none"> ♦ Assorted papers, old magazines, glue, feathers, crayons. ♦ Paper, tempera Paints, brushes ♦ Paper, crayons, watercolor paints ♦ Paper, watercolor paints, brushes ♦ Paper, pencils, colored pencils, markers ♦ Paper, pencil, oil pastels

Unit 4

The Element of Line

Unit Overview	
Content Area: Visual Arts	
Unit Title: The Element of Line	Unit: 2
Target Course/Grade Level: Grade 1	Timeline: ongoing
<p>Unit Summary : Students will review the element of line. They will identify and use the six lines of art and explore different line qualities. They will begin to use their understanding of line to discuss how artists express emotions and communicate ideas. Students will explore line using a variety of mediums, techniques and materials and understand that line can be used to create many different styles of art including realistic and abstract.</p>	
Learning Targets	
Standards	
1.1	The 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
1.2	History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures
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 & 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.	21st-Century Life & Career Skills 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"> • The basic elements of art and principles of design govern art creation and composition • Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. • Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies • Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations. 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used
1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions

<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> ♦ How does art talk with lines? ♦ Where do you see lines? ♦ What are some ways that lines can make you feel? ♦ Where is Europe/Spain? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> ♦ Line is one of the elements of art and is part of the art vocabulary we need to know in order to understand and discuss the world of art. ♦ Artists explore with the element of line to create works of art. ♦ We can find lines all around our environment. ♦ There are six basic lines in art: vertical, horizontal, diagonal, curved, zigzag and broken. ♦ Lines can have many qualities such as thick, thin, smooth or rough. ♦ An artist can use lines to create in many different styles including realistic and abstract. ♦ Lines can be used to express emotions and communicate ideas. ♦ Artists throughout history have used lines to create art.
--	---

<p>Unit Learning Targets (Outcomes) – <i>Students will ...</i></p> <ul style="list-style-type: none"> ♦ Improve their perception of lines in art and in our environment. ♦ Distinguish between the six different lines in art and understand that lines have many qualities such as thick, thin, smooth or rough. ♦ Discuss their thoughts and feelings of how artists used the element of line in various styles of art. ♦ Utilize a variety of methods and materials to apply the element of line to create works of art. ♦ Make decisions on how to use the element of line to express emotions or communicate ideas.
<p>Integration of Technology: Computer, DVD, Digital cameras</p>
<p>Technology Resources: www.incredibleart.org,</p>
<p>Opportunities for Differentiation: Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library.</p>
<p>Teacher Notes: The actual projects used for the performance based summative assessments may vary from year to year.</p>
<p>Primary interdisciplinary connections: Language Arts Literacy, World Language/ Spanish, Math</p>
<p>21st century themes: learning and innovation skills</p>

Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> ♦ Take a line for a walk- (Abstract Drawing in the style of Klee and Miro) ♦ Using lines to create a realistic drawing 	
Equipment needed: Internet, pencils, erasers, crayons, colored paper, scissors, glue, watercolor paint, tempera paint, brushes	
Teacher Instructional Resources: Fine Art prints showing examples of line use (See individual lesson plans for list of resources), Variety of story books.	
Formative Assessments	
<ul style="list-style-type: none"> ♦ Teacher observation ♦ Class critique ♦ Class Participation 	<ul style="list-style-type: none"> ♦ Group/individual oral assessment ♦ Self-Assessment

Lower Township School District
Cape May, New Jersey

ACTIVITIES	MATERIALS
♦ Kinds of Lines	♦ Paper, crayons, watercolor paints, brushes, photograph
♦ Lines Show Motion	♦ Paper, crayons, various types of music
♦ Abstract drawing in the style of Miro and Klee	♦ Paper, marker, colored pencils

Unit 5

The Elements of Space and Form

Unit Overview	
Content Area: Visual Arts	
Unit Title: The Element of Space and Form	Unit: 1
Target Course/Grade Level: 1 st grade	Timeline: ongoing
<p>Unit Summary : Students will review the element of form and distinguish between flat 2-dimensional shapes and 3-dimensional forms. Students will be introduced to element of space and learn that forms take up space. They will be able to identify the space around and within 2-dimensional and 3-dimensional objects. They will begin to use their understanding of space and form to discuss how artists express emotions and communicate ideas. Students will explore space and form using a variety of mediums, techniques and materials and understand that space and form can be used to create many different styles of art including realistic and abstract.</p>	
Learning Targets	
Standards	
1.1	The 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
1.2	History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures
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 & 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.	21st-Century Life & Career Skills 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"> • The basic elements of art and principles of design govern art creation and composition • Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy. • The function and purpose of art-making across cultures is a reflection of societal values and beliefs • Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems • Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings. • Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies • Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations. • Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world • Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. • 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 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork

Lower Township School District
Cape May, New Jersey

1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods
1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation
1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media
9.1.4.B.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.1	Use multiple points of view to create alternative solutions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics

Unit Essential Questions

- What is space and form?
- Where in our environment do we see space and form?
- What are some ways that space and form can make you feel?

Unit Enduring Understanding

- Space and Form are elements of art and are part of the art vocabulary we need to know in order to understand and discuss the world of art.
- Artists explore with the elements of space and form to create works of art.
- We can find space and form all around our environment.
- An artist uses space and form to create in many different styles including realistic and abstract.
- Space and Form can be used to express emotions and communicate ideas.
- Artists throughout history have used space and form to create art.
- A form is a 3-dimensional object with height, width and depth. A sculpture is a 3-dimensional art form.
- Space is the area around and within objects. A form takes up space.

Unit Learning Targets (Outcomes) –

Students will ...

- Improve their perception of space and form in art.
- Distinguish between flat 2-dimensional shapes and 3-dimensional forms in their environment and in works of art.
- Identify areas of space around and within objects.
- Discuss their thoughts and feelings of how artists used the elements of space and form in various styles of art.
- Utilize a variety of methods and materials to apply the elements of space and form to create works of art.
- Make decisions on how to use the elements of space and form to express emotions or communicate ideas.

Integration of Technology: Computer, DVD

Technology Resources: www.incredibleart.org,

Opportunities for Differentiation: Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library.

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

Primary interdisciplinary connections: Math (2d and 3d objects) Science (forms in our environment) Language Arts Literacy (verbalize ideas on art)

21st century themes: Learning and Innovation skills: (1) Creativity and Innovation (2) Critical Thinking and Problem Solving

Evidence of Learning

Summative Assessment

- ♦ Realistic sculpture (modeling with clay)
- ♦ Abstract sculpture (pipe cleaner, paper or tin foil sculpture)

Equipment needed: Internet, Model magic, pipe cleaners, tin foil, found objects (paper towel tubes, buttons, boxes, etc.), paper.

Teacher Instructional Resources: Fine Art prints showing examples of space and form use (See individual lesson plans for list of resources), Variety of storybooks.

Formative Assessments

- | | |
|--|--|
| <ul style="list-style-type: none"> ♦ Teacher observation ♦ Class critique ♦ Class Participation | <ul style="list-style-type: none"> ♦ Group/individual oral assessment ♦ Self-Assessment ♦ Hallway Hanging |
|--|--|

ACTIVITIES

MATERIALS

- | | |
|---|---|
| <ul style="list-style-type: none"> ♦ Pinch Pot ♦ Sculpture from Found Objects | <ul style="list-style-type: none"> ♦ Model Magic, tempera paint ♦ Found objects |
|---|---|