

Southern York County School District Instructional Plan

Course/Subject: Art

Grade Level: 7

Textbook(s)/Instructional Materials Used: Multiple Materials and Resources Used Including: Sketchbook, Various types and sizes of paper, String, Recycled Materials, Magazines, Glue, Colored Pencils, Pencil, Chalk Pastels, Oil Pastels, Watercolor Paint, Acrylic Paint, Handouts, Informational Packets, Technology for visual examples and references, rulers, Paint Brushes, Cups, Paint Palettes, Bowls, Plastic Wrap, Tape, Still life objects, collage materials, Drawing Pencils (6B, 4B, 3B, 2B, HB, 2H, 4H, 6H), Pearl Eraser, Kneaded Eraser, Still Life Object(s), Light Source, Clay, Rolling Pin, Various Ceramic Tools, Canvas, Sponges, Plastic Bags, Sharpies, Wooden Boards, scissors, plastic wrap, Linoleum, Gauges/Handles, Iron, Printing Press, Hand Press, Ink, Single hole punchers...

*Mixed-Media determined by student based on a selection of materials: *Watercolor Paint, Acrylic Paint, Chalk Pastel, Oil Pastel, Marker, Colored Pencil, Pencil, &/or Collage*

*SCHOLASTIC ARTS MAGAZINES to use as both resources and references: (7th grade) Studying multiple artists and works of art to analyze and identify the Elements of Art; (8th grade) Studying artists such as Janet Fish, Paul Cezanne, Henri Matisse, Martha Alf, Paul Gauguin, Marc Chagall, David Hockney, MC Escher, Albrecht Durer, Jasper Johns, Jim Dine, and many others... As well as, artists focusing on identity such as Chuck Close, Van Gogh, Picasso, Gustave Courbet, Kehinde Wiley, Leonardo Da Vinci, Jasper Johns and many others...

*Instructional/informative videos and imagery.

Dates: Weeks 1-9 of 9 Week Rotation

Unit Plan: Elements of Art

Stage 1 – Desired Results

PA Core State Assessments/Standards:

Arts and Humanities

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

- 9.1. A. Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1. C. Identify and use comprehensive vocabulary within each of the arts forms.
- 9.1. D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of works.
- 9.1. E. Communicate a unifying theme or point of view through the production of works in the arts.
- 9.1. F. Explain works of others within each art form through performance or exhibition.
- 9.1. G. Explain the function and benefits of rehearsal and practice sessions.
- 9.1. H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.
- 9.1. I. Know where arts events, performances, and exhibitions occur locally for student involvement with local artists and events.
- 9.1. J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.
- 9.1. K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.2. Historical and Cultural Contexts

- 9.2. A. Explain the historical, cultural and social context of an individual work in the arts.
- 9.2. B. Relate works in the arts chronologically to historical events
- 9.2. C. Relate works in the arts to varying styles and genre and to the periods in which they were created.
- 9.2. D. Analyze a work of art from its historical and cultural perspective.
- 9.2. E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.

- 9.2. F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- 9.2. G. Relate works in the arts to geographical regions.
- 9.2. H. Identify, describe and analyze the work of Pennsylvania Artists.
- 9.2. I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.
- 9.2. J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.
- 9.2. K. Identify, explain and analyze traditions as they relate to works in the arts.
- 9.2. L. Identify, explain and analyze common themes, forms and techniques from works in the arts.

9.3. Critical Response

- 9.3. A. Know and use the critical process of the examination of works in the arts and humanities.
- 9.3. B. Analyze and interpret specific characteristics of works in the arts within each art form.
- 9.3. C. Identify and classify styles, forms, types and genre within art forms.
- 9.3. D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.
- 9.3. E. Interpret and use various types of critical analysis in the arts and humanities.
- 9.3. F. Apply the process of criticism to identify characteristics among works in the arts.
- 9.3. G. Compare and contrast critical positions or opinions about selected works in the arts and humanities.

9.4. Aesthetic Response

- 9.4. A. Compare and contrast examples of group and individual philosophical meanings of works in the arts.
- 9.4. B. Compare and contrast meanings and viewer's meaning of art work (intended meaning vs. perspective formed)
- 9.4. C. Describe and discuss the viewer's influence and response to works of art and how the environment in which something is viewed influences the aesthetic response.
- 9.4. D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts.

Through this particular unit, students will learn about the Elements of Art and be able to successfully incorporate them into their work to create meaningful, purposeful works of art. Students will have the ability to reflect through both self and peer critiques (informal and formal). This unit will juxtapose the Pennsylvania Art Standards listed above through various strategies, projects, etc.

Understanding(s):

Students will understand...

1. The elements of art & their purpose.
2. How to identify the elements of art in artworks.
3. How to incorporate the elements of art into meaningful, purposeful designs.
4. The concept of a color scheme.
5. The history & creation of specific styles used and manipulation of the basic elements of art.
6. How to draw from observation using such techniques as the blind & modified contour line strategies.
7. How to use mixed-media and successfully use various materials.
8. How to use an armature to create a 3d form.
9. How to critique works of art including their own.

Essential Question(s):

- *What does it mean when an artist uses mixed-media? (9.1.A., 9.1.B., 9.1.C., 9.1.D., 9.1.E., 9.1.G., 9.1.H., 9.1.J., 9.1.K.9.2.A., 9.2.B., 9.2.C., 9.2.D., 9.2.E.)*
- *How can the elements of art be identified in works of art? (9.1.A., 9.1.B., 9.1.D., 9.1.E., 9.1.F., 9.1.J, 9.2.A., 9.2.B., 9.2.C.,9.2.D., 9.2.E., 9.2.F.,9.2.G., 9.2.H., 9.2.I., 9.2.J., 9.2.K., 9.2.L., 9.3.A., 9.3.B., 9.3.C., 9.3.D., 9.3.E., 9.3.F., 9.3.G., 9.4.A., 9.4.B., 9.4.C., 9.4.D.)*
- *What are the Elements of Art? (9.1.A., 9.1.B., 9.1.C., 9.1.E., 9.1.J., 9.1.K.)*
- *How can the Elements of Art be used in your work? (9.1.A., 9.1.B., 9.1.C., 9.1.D., 9.1.G., 9.1.H., 9.1.J., 9.1.K., 9.2.L., 9.3.C.)*
- *Why are the Elements of Art important & what is their purpose? (9.1.A., 9.1.B., 9.1.C., 9.1.E., 9.1.F., 9.1.G., 9.4.D.)*
- *What is the purpose of preliminary drawings & what are they similar to in other content*

	<p>areas? (9.1.C., 9.1.G., 9.1.J., 9.1.K., 9.2.F., 9.2.L.)</p> <ul style="list-style-type: none"> ▪ <i>What does proportion mean and why is it important when drawing from observation?</i> (9.1.C., 9.1.J., 9.1.K.) ▪ <i>What is the purpose of the color wheel?</i> (9.1.C., 9.1.J., 9.1.K.) ▪ <i>What are the differing color schemes?</i> (9.1.A., 9.1.B., 9.1.C., 9.1.J., 9.1.K.) ▪ <i>What are blind & modified contours & what is their purpose?</i> (9.1.C., 9.1.J., 9.1.K.) ▪ <i>What is the purpose of a viewfinder?</i> (9.1.C., 9.1.J., 9.1.K.) ▪ <i>How can art overlap with other content areas?</i> (9.2.A., 9.2.B., 9.2.C., 9.2.D., 9.2.E., 9.2.F., 9.2.G., 9.2.I., 9.2.J., 9.2.K., 9.2.L.) ▪ <i>What does it mean to critique works of art?</i> (9.3.A., 9.3.B., 9.3.C., 9.3.D., 9.3.E., 9.3.F., 9.3.G., 9.4.A., 9.4.B., 9.4.C., 9.4.D.) ▪ <i>What opportunities are there locally to become more involved with & experiencing the visual arts?</i> (9.1.I.)
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ Vocabulary...(9.1.8.C) : <ul style="list-style-type: none"> - Elements of Art - Line - Shape - Value - Form - Space - Texture - Color - Blind Contour - Modified Contour - 2 Dimensional - 3 Dimensional - Proportion - Scale - Overlap - Perspective - Gesture - Preliminary Drawing - Size Relationships - Mixed-Media - Observational Drawing - Viewfinder - Grid - Collage - Principles of Art - Movement - Harmony - Variety - Rhythm 	<p>Behavioral Objectives: Students will be able to:</p> <ul style="list-style-type: none"> ▪ Measure and create a neat, balanced chart to display their understanding of the Elements of Art in a graphic organizer. ▪ Identify the Elements of Art in works of art. ▪ Incorporate the Elements of Art successfully ▪ Properly read a ruler. ▪ Use the color wheel to determine and identify color schemes. ▪ Draw from observation using the blind and modified contour line techniques. ▪ Use their art understanding in other content areas after determining the overlap and relevance. ▪ Use an armature to create a 3D Form.

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| <ul style="list-style-type: none">- Unity- Emphasis- Balance- Proportion- Pattern- Color Wheel- Color Scheme- Craftsmanship- Abstract- Realistic,- Form, Armature- Layering- Analysis- Critique <ul style="list-style-type: none">▪ How to incorporate the elements of art through visual representation.▪ How to create art using mixed-media to represent the elements of art. | |
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