

Unit 1: Art Cycle 6 Design	
Content Area: Visual Art	
Course & Grade Level: Art, Cycle 6	
Summary & Rationale	
<p>Art Cycle 6 is a mini-course designed as general and broadly-based, activity centered courses that builds upon and reinforces the basics of art learned at the elementary levels. The cycle course provides students with opportunities to express themselves two- and three-dimensionally in response to certain artistic concepts. Students will have a chance to express their feelings, thoughts, and ideas in an original style and appreciate the expression of others. Students will have opportunities to look at, criticize, and consider selected works across time periods and cultures in order to inform and inspire their own work. The course also strives to have students cultivate a positive self-image through art and be reflective and critical in a positive way in order to promote growth. As well, throughout the course students will gain insight into the multidisciplinary nature of art and how art can enrich everyday life and support myriad career choices. In this introductory class, students will learn about the elements and principles of art, abstract and imaginary line, basic color theory and monochromatic color schemes, and have the opportunity to work with clay in the creation of an abstract relief sculpture.</p>	
Recommended Pacing	
30 Days	
National Core Arts Standards	
Visual and Performing Arts Standard 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.	
1.1.8.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. Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
1.1.8.D.2	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. Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
Standard 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	
1.3.8.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).
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.
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.
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.

Standard 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.	
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.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
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.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
Interdisciplinary Standards	
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Writers use words and arrange sentences to communicate ideas through writing; artists use line, shape, space, and color in a conscious arrangement to communicate ideas visually. Just as each person’s handwriting is unique, so is their way of drawing and arranging line, space, shape, and color to create a visual composition. There are commonalities and differences in the way we express ourselves visually. Art elicits personal meaning and emotional responses. An artist’s inspiration is a blend of experiences and influences. During the creative process, students continually reflect and evaluate their artistic decisions. While art is a creative pursuit, there is a definitive technical process involving media specific skills and vocabulary. The process of creating can be as or more meaningful to the artist as the final product. Artists often break with established traditions and beliefs to better express what they see and feel. Elements are the building blocks for the creation of art. The principles of art are the inspired arrangement of the elements. The manipulation of elements and principles allows the artist to create meaning. The elements and principles of design are everywhere. There can be a relationship between form and function. Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art. Art is a reflection of time, place, culture and environment. 	
Unit Essential Questions	

- In what ways do people respond to artwork?
- How do artists express their ideas?
- How does creating and performing in the arts differ from viewing the arts?
- How is the creative process applicable to other aspects of one's life?
- How do an artist's experiences affect their creative process?
- How can the artistic process lead to unforeseen or unpredictable results?
- Should artists always know what their work will look like in the end?
- How does an artist's skill level improve his/her work?
- Is skill necessary to make successful artwork? Can it be taught?
- What does an artist gain from going through the creative process?
- In what ways can artist's distinguish their artwork from other artist's work?
- How do the elements guide the creation of art?
- How do the principles guide the creation of art?
- How do the elements and principles of design help communicate ideas?
- How does knowing the elements and principles of design impact our visual experience?
- How does form effect function? How does function effect form? Does art have to have a function? How are form and function determined?
- Can art really be evaluated?
- What are some of the similarities that exist in all art?
- What is a line? What is space? Is it only found in 2 dimensional art? Can a sculpture show line? Space?
- Are the concepts of line and space only found in the visual arts? Where else are they?
- Can a line convey a feeling?
- What kind of mood do you think the artist was in when these works were created?

Objectives

Students will know:

- The Elements and Principles of Design; specifically Line, Space, Movement, Balance, and Color
- Line quality refers to the width or weight (thick, thin) and bend of a line (straight, wavy, zig-zag, curved...)
- Line direction refers to placement of the line on the page (horizontal, vertical, diagonal)
- What constitutes good composition (thoughtful choices and placement of lines)
- The basics of color: primaries, secondary's, and monochromatic color schemes

Students will be able to:

- Design and create an abstract work of art that clearly communicates a message
- Apply line quality and direction with planning and discretion
- Using only lines, students create a black ink abstract line drawing that effectively communicates a mood

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

- Art historical references (example: Edward Munch's *The Scream* to convey loss and anger, and drawings by Picasso, Matisse, and Giacometti)
- Music in varying styles to match given mood (example: *Danse Macabre* by Camille Saint-Saens to convey anger)
- Previously created student works
- Teacher exemplars