

The Arts Initiative Urban Arts Space
UNIT PLAN OVERVIEW
Art in the Shadows

2014

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School: Ohio State University Urban Arts Space

Unit Lesson Title: Art in the Shadows and the Elements of Art/Principles of Design

Length of Class Period: 90min

Date of Lesson: September 13th, 2014

Overview:

Exploring watercolor techniques through Art in the Shadows and the elements of art and the principles of design.

Academic Content Standards Addressed:

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

CRITICAL ISSUE/BIG IDEA:

Anticipatory Set (what do the students already know and why is this relevant?)

The students will have a wide range of personal experience with different watercolor materials and/or techniques. It will be important to build upon each individual student's knowledge base to help them understand which techniques create which affects, and how that affects the piece overall. Students also have had experience working together in groups, but not necessarily with the goal of creating art. We will facilitate their collaborations to encourage the creative process among group efforts.

Central Focus: Students will explore how the elements of art and principles of design compose images, even non-objective ones, and will use their sense of observation to expand their language and dialogues when talking about the art they see.

Learning Outcomes:

- Observing art in a gallery setting and discussing what they see
- Identifying elements of art and principles of design in Art in the Shadows photographs
- Distinguish between warm and cool colors

- Use 4 different watercolor techniques to create different effects
- Define “collaboration” and work together to create a final product

Essential Questions:

- When looking at the images, what things do you see? Describe the colors, lines, shapes and textures? How might these images feel if you could touch them?
- What elements of art and principles of design do you see in these images?
- What are the differences between warm and cool colors? How do they affect an image?
- How can line, texture and color create pattern, movement and rhythm in an image?
- What are ways that we can create line, texture, color, patterns, movement and rhythm using watercolor paints and techniques?

ACTIVITIES/SEQUENCE:

(Stage One): Performance-based Assessment Objectives

- Students are first told to look around the Art in the Shadows photo displays. They are encouraged to use their “gallery walk” stance so as to not touch any of the artworks. They observe the photographs and make comments on what they see – what shapes, what colors and what patterns appear in the images. (7 minutes)
- They then are seated and view a presentation on the elements of art and principles of design. The terms are defined with visual examples, and students are asked questions that engage their understanding of the definition. We focus primarily on line, color, texture, pattern, rhythm and movement. (3 minutes)
- For line, we talk about the different kinds of lines and how they create and enhance an image. For color, we discuss the differences between warm and cool colors and have students point to examples of both from the visual reference images. For texture, we talk about the way a flat image can appear to have a physical feel, and students list touch sensations that they can experience through visual art. For pattern, we discuss different ways of making repetition in art, like through repeated lines, shapes, colors or a combination of any of these. We have them identify patterns in art on the slides, but also in the things around them, such as their clothing. For rhythm and movement, we talk about the way our eyes move across an image and how we are directed by line and shape. (10 minutes)
- The students view multiple artworks that example these terms, and are asked to identify what they see using their new vocabulary. They examine works of Van Gogh, contemporary artists and student works, picking out different kinds of line, textures, warm and cool colors and

the general rhythms of the art. They then return to the Art in the Shadows and describe what they see with their new words. These new observations are similar to what they originally described when observing, but are now enhanced with their new words and art articulation. (5 minutes)

(Stage Two): **Performance-based Assessment Objectives**

Instructors will engage students in questions that explore the examples in the presentation through the elements of art and principles of design. Students will be asked to describe what they see, how they feel and what makes them feel that way. Students will be asked what kinds of lines, patterns, textures and colors (warm vs. cool) they see in images. During the collaboration process, groups will be monitored to make sure there is an equal balance of ideas and voices heard from each student.

Academic Language Vocabulary:

- Elements of art: Building blocks used by artists to create a piece of art
- Principles of design: How we apply the elements of art in creating an image
- Line: A mark that spans a distance between two points
- Warm colors: Reds, oranges, browns, yellows, some purples
- Cool colors: Greens, blues, greys, some purples
- Texture: The way something feels or would appear to feel in a work of art
- Pattern: A repeated mark or design
- Movement: The path that the eye moves along when viewing an image
- Rhythm: A visual tempo or beat
- Collaboration: Working with others on a shared piece of art

Preparations

Materials/Resources for the Teachers:

- Three to five work tables depending on class size
- One table (removed from others) for demonstration
- Separate area for powerpoint presentation
- 4 squares of 5"x5" watercolor paper for each student
- Watercolor sets, brushes and water cups for each student
- Saran wrap
- Salt
- Crayons
- Markers
- Small cup of Modge-Podge glue, watered down, for each student
- Assorted tissue scraps
- 2-3 large, black poster-boards
- Rubber cement

(Stage Three): **LEARNING ACTIVITY**

- The students then follow the instructors to the demonstration table where they are introduced to the first two watercolor techniques that they will be using. First, we show them how to “wake up” the colors by adding water to the palette so that the paint becomes wet. The first technique we demonstrate is the saran wrap technique where a small square of saran wrap is placed on top of wet paint on paper. We set this aside to dry and explain that when it is ready we will peel the wrap off. Then we demonstrate the salt technique, where salt is sprinkled on to the wet paint, leaving spots and splotches where it absorbs the watercolor. (5 minutes)
- The students then are seated at their workspace where there are four 5x5” watercolor squares and water containers with watercolor brushes in front of them. Watercolor paint sets are then distributed when all students are attentive and listening. (2 minutes)
- They are instructed to start by using their new color knowledge base to decide what kinds of colors they would like. The instructors walk around the room and watch the students work. When they are ready and one square is covered in wet paint, they are given a piece of saran to lay on top. This piece is then removed to dry while they begin wetting another square with paint. When this square is painted, instructors will allow students to take a pinch of salt from their hands and sprinkle it on to the wet paint. This is then set aside to dry. (15 minutes)
- When all students have finished the first two squares, they gather again at the demonstration table for the final two demos. The first is a wax resist using crayons to draw lines and shapes, with watercolor painted over. The children observe how the wax and water do not mix and their crayon lines remain intact. The next starts with using markers to color on the paper, and then a thin layer of watered-down modge podge is applied to adhere scraps on tissue paper. The glue bleeds the color of the markers unlike the crayon marks which remained intact. (5 minutes)
- Students return to work table and crayons are distributed. When students finish their wax resists, they are set aside to dry and the crayons are exchanged for markers, small cups of modge-podge and assorted tissue scraps. They complete the final square and set aside to dry. (20 minutes)
- The instructors reveal the large posterboards and explain that some of their work will be used in a collaboration that will hang in the display window of the gallery. We define collaboration as working together to make one piece of art. (5 minutes)
- The students then collect all four squares which have been drying, and decide on which two they would like to keep, and which two they would like to contribute to the collaborative piece. (2 minutes)

- Students are then divided into groups and within their groups arrange their two selected squares on the poster board with their peers. The instructors then glue the squares to the board using rubber cement. (7 minutes)

Closure and Review:

-The instructors hold up the boards on the wall so that students may admire the work. They are asked what kinds of elements they used to create these pieces, and how they look similar to the Art in the Shadows images. (5 minutes)

ACADEMIC CONTENT STANDARDS ADDRESSED – KINDERGARTEN **Ohio Department of Education Visual Arts Standard**

ENDURING UNDERSTANDINGS:

K: Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.

PROGRESS POINTS:

K: D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.

CONTENT STATEMENT - Perceiving/Knowing

K: 5PE Identify and name materials used in visual art.

6PE Recognize and point out basic elements of art in their own artworks and that of others.

CONTENT STATEMENT - Producing/Performing

K: 1PR Explore and experiment with a range of art materials and tools to create and communicate personal meaning.

3PR Discover, select and combine art and design elements to communicate subject matter in various visual forms.

CONTENT STATEMENT - Responding/Reflecting

K: 1RE Describe their artworks and efforts and share their artmaking processes.

2RE Show confidence and pride in their artistic accomplishments.

5RE Describe what they see and feel in selected works of art.

6RE Recognize and point out the similarities and differences between artistic styles.

ACADEMIC CONTENT STANDARDS ADDRESSED – 1st GRADE

Ohio Department of Education Visual Arts Standard

ENDURING UNDERSTANDINGS:

1: Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.

PROGRESS POINTS:

1: D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.

CONTENT STATEMENT - Perceiving/Knowing

1: 3PE: Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.

4PE: Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary

CONTENT STATEMENT - Producing/Performing

1: 1PR Demonstrate beginning skill and craftsmanship in the use of art materials and tools.

5PR Use selected art and design elements and principles to explore ideas, feelings and relationships.

CONTENT STATEMENT - Responding/Reflecting

1: 3RE Share their artmaking processes with peers.

ACADEMIC CONTENT STANDARDS ADDRESSED – 2nd GRADE

Ohio Department of Education Visual Arts Standard

ENDURING UNDERSTANDINGS:

2: Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.

PROGRESS POINTS:

2: D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.

CONTENT STATEMENT - Perceiving/Knowing

2: 1PE Notice and point out details and respond to expressive features in artworks.

CONTENT STATEMENT - Producing/Performing

2: 1PR Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.

2PR Envision what cannot be observed directly and depict it visually.

4PR Demonstrate flexibility in their creative processes and use of art materials.

5PR Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).

CONTENT STATEMENT - Responding/Reflecting

2: 4RE Share their personal interpretations of the meanings conveyed in various works of art.

5RE Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.

ACADEMIC CONTENT STANDARDS ADDRESSED – 3rd GRADE

Ohio Department of Education Visual Arts Standard

ENDURING UNDERSTANDINGS:

3: Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.

PROGRESS POINTS:

3: C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.

D. Express personal responses to artistic works giving reasons for their interpretations and preferences.

E. Provide and use feedback to improve and refine their artworks.

CONTENT STATEMENT - Perceiving/Knowing

3: 2PE Identify the relationships between and among selected elements and principles of art and design.

CONTENT STATEMENT - Producing/Performing

3: 1PR Demonstrate skill and expression in the use of art techniques and

processes.

2PR Use appropriate visual art vocabulary during artmaking processes.

3PR Find and solve problems of personal relevance and interest when developing artmaking ideas.

4PR Create artworks that demonstrate awareness of two- and three- dimensional space.

5PR Show increasing attention to the nuances of elements and principles of design when creating personal works of art.

6PR Collaborate with others to create a work of art that addresses an interdisciplinary theme

CONTENT STATEMENT - Responding/Reflecting

3: 1RE Examine and describe how art and design principles are used by artists to create visual effects.

3RE Compare and contrast their opinions of a work of art with those of their peers.

5RE Use feedback and self-assessment to improve the quality of personal artworks.

ACADEMIC CONTENT STANDARDS ADDRESSED – 4th GRADE Ohio Department of Education Visual Arts Standard

ENDURING UNDERSTANDINGS:

4: Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.

PROGRESS POINTS:

4: C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies.

D. Express personal responses to artistic works giving reasons for their interpretations and preferences.

E. Provide and use feedback to improve and refine their artworks.

CONTENT STATEMENT - Perceiving/Knowing

4: 1PE Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.

2PE Notice and describe different visual effects resulting from artmaking techniques.

CONTENT STATEMENT - Producing/Performing

4: 1PR Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.

2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.

3PR Generate ideas and employ a variety of strategies to solve visual problems.

5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art.

CONTENT STATEMENT - Responding/Reflecting

3: 5RE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.