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Verona Public School District Curriculum Overview

Art 5



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Curriculum Developed:

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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

This course is focused on giving students opportunities in groups and individually to develop their competency and understanding in working with the elements and principles of art & design. Students will work on visual observation, and their art making skills as a means of personal expression and communication. They will gain experience with a wide variety of media such as pencil, colored pencil, ink, pastel, watercolor, tempera paint, and clay as they produce a variety of studio projects linking processes, critical thinking, visual culture and art history.

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: <i>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.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> x A. Technology Operations and Concepts x B. Creativity and Innovation x C. Communication and Collaboration x D. Digital Citizenship x E. Research and Information Fluency x F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> x A. The Nature of Technology: Creativity and Innovation x B. Technology and Society x C. Design x D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> x CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. x CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> x CRP5. Consider the environmental, social, and economic impact of decisions. x CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<p>x</p> <ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) x B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<ul style="list-style-type: none"> ● Chromebooks ● Google Classroom Assignments (online research, videos on topics and concept) ● Art Prints for review and discussion ● Media center Art Content Books and Publications (such as Scholastic ART) 	<ul style="list-style-type: none"> ● Studio materials such as: pens, pencils, paints, crayons, clay, glazes, paper, and corresponding equipment (brushes, ceramic tools, etc.) needed to create, develop and produce artworks.



Art 5

Unit Title / Topic: Time travel to Lascaux, Painting and Ceramics

Unit Duration: 2 weeks

Stage 1: Desired Results

Established Goals:

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.

The [elements of art](#) and [principles of design](#) are universal. 1.1.5.D.2 Compare and contrast works of art in various [mediums](#) that use the same art elements and principles of design.

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. Art and culture reflect and affect each other. 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

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. Presenting works of art in dance, music, theatre, and visual art.

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 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

1.4 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.

Transfer Goal:

Students will be able to independently use their learning to...

- Recognize and identify when and where, the elements and principles of art & design have been utilized by themselves, and others in the creation of works in a variety of mediums.
- Explore the artwork/artifacts of their own and others culture and heritage and understand that these works express and communicate ideas, issues, beliefs and values of their members. Also to recognize that these expressions utilized elements & principles of art & design to impact the observer.

- Utilize and manipulate the elements & principles and available 2D & 3D media along with their imagination to contribute to and create a group artwork as well as individual art that communicates a response to the work of others both past and present.

Students will understand that:

- Visual expressions of ideas and combined use of elements & principles are limited by and have relationships to the physical properties of the media as well as available technology on how they are manipulated for desired effect. Artists and designers are always exploring these relationships!
- These expressions are strongly influenced by heritage, traditions and social norms of any given group and time.
- Artists and designers and users of 2-D and 3-D media and technologies often work alone and in groups to gain insight and feedback (e.g. on how to best employ, an element or principle in a particular medium) to express ideas and messages and solve communication challenges in their visual culture.

Essential Questions:

- Why do humans make art?
- How did prehistoric artists use elements and principles to express their ideas?
- What were they communicating?
- How did they choose their subjects, materials and locations (e.g. Lascaux caves) for their work?
- How were the works of these early artists influenced by their community, environment and lifestyle?
- How do these visual expressions and choices compare with present reasons and methods of present day artists?
- What is it about human forms of expression that give rise to display ...caves...museums?
- How did prehistoric artists respond to each other and their social groups in completing their work?
- How did they work together?
- How did they work individually?
- How did they share information and beliefs?
- How were they influenced by the work of others before them?
- How might this compare with the ways in which present day artists are influenced by the works of others before them?

Students will know:

- Key elements and principles of art.
- Where how and when the caves @ Lascaux were discovered.
- Some of the facts that were uncovered by researchers who studied the caves @ Alsace e.g. age and type of pigments materials and tools found on site.
- Some historical lifestyle information about humans that were dwelling in the geographical area during the era when the artwork was created.
- How prepare and handle clay for use as an art-making medium.
- How to properly use and clean painting and clay handling tools
- How to properly set and clean work areas for working with paint, working with clay, and working with glazes.

*Key Terms**Line, texture, color, form, shape, value, and space.**Balance, contrast, emphasis, movement, repetition, rhythm, and unity.**Lascaux, France**Engrave, score, indent, wedging, slab, burnish, glaze, kiln.**Tempera paint***Students will be able to:**

- Imagine what it might have been like for them to live among the artists that adorned the cave walls of Lascaux 20,000 years ago!
- Formulate questions based on their curiosity about what historians have discovered at Lascaux.
- Identify how specific elements were used to create the images of Lascaux.
- Postulate about materials, tools, methods, and challenges associated with using the cave walls for the creation of the artwork.
- Collaborate and participate in the creation (using elements and principles) of group painting using available materials influenced by their individual responses to the Cave Art of Lascaux.
- Create (using elements and principles) a 3-D piece of artwork as an individual response to Lascaux.
- Compare and contrast material and methods they use to express similar ideas.
- Demonstrate proper handling of materials and tools along with appropriate set-up and clean up

Stage 2: Acceptable Evidence**Transfer Task**

Students will “travel in time” to Lascaux and participate with tablemates in creating artwork with pigment on the “cave walls” (had they been allowed access) depicting subjects expressing what they imagine they would be interested in if they lived among the people of that era. Students will limit themselves to the technology and communication development the time period, i.e. no written language, no electricity, no modern marvels.

Students will remain in “time travel mode” to create an individual art work using clay; again choosing a subject and expressing ideas of choice limited by the developments of the era.

Other Evidence

Discussion and questions about cultural /historical material presented.

Questions for understanding.

Observation and performance feedback from 1 to 1 and group guided instruction on materials, methods, and safe handling, e.g. wedging, slab forming, glazing, burnishing, and mixing pigments.

- Student participation during work sessions, i.e., time on tasks.

Stage 3: Activities to Foster Learning

With lights off, present interactive website:

<http://www.lascaux.culture.fr/index.php#/en/00.xml>

- Initiate organized class discussion: What did you just see? 3-5 min open discussion among tablemates... then lead into responses from individuals to share their observations... guide to elements and principles. 10-15 min.
- Give a little back-story on website and the discovery of the caves.
- Return to website and explore various cave galleries in detail asking and answering topical questions make sure students are hypothesizing based on observations and site features. 20-25 min.
- Introduce “ Time travel challenge” and review observations and discussion points from website presentation... make sure to point out (if it did not come out of the discussion period) caves where the artwork was created were not used for dwelling purposes. Answer questions as they occur and set up the parameters, i.e. no tech ... not text... no lights!
- Provide enough 72 x 30 craft paper panels to cover all table doublets.
- Have students prepare “cave walls” by crumpling up craft paper sections to capture some of textural features one might encounter in the caves. Have students write group member’s names on back of craft paper.

- Have table groups use discuss (choose subject) and layout for “their special section of the cave”
- Conduct Teacher Demo as a do now of proper paint set-up and clean up with tempera, discussing terms tools and location in art room as needed. Highlight pigment-mixing techniques.
- Help student set-up; directing paint and materials (brushes, sticks, smocks, etc.) distribution, as needed.
- Get all students safely strapped in ... set the date and the location; ... TURN OFF the lights; TURN ON the “ HBW Super Duper Time Warp Unit” and ensure that class lands safely!!
- The trip will take approximately 2 days: time work sessions carefully to allow cleanup and draping of “ cave walls” for drying around the perimeter of art room.
- Display: “cave walls” and have a group discussion critique period focused on what students had in mind with their tablemates, how they worked out an expressed their ideas. Wrap up with a lead into ceramics and how it has allowed historians to travel back in time.
- Introduce ceramic component by having students observe and discuss examples of other students on center table (preferably under skylight for dramatic effect). Discuss terms and ask questions to find out what student can share about clay and clay handling. Teacher Demo: handling clay (managing moisture) wedging... the how-to and the why with safety expectations!
- Review set-up and clean-up for clay: designated materials and location in art room, e.g. newspaper plastic bags, storage bins, engraving tools etc.
- Set up WEDGING DAY: distribute about a fist full of clay to each student after they have set up their workspace properly. Circulate about the room working individually with students coaching and demonstrating and reinforcing proper technique.
- Review parameters and distribute individual pieces of clay to students after set-up for their own ceramic artwork. Set up a checklist on board for sequence of preparation and creation actions. Students must show their work for inspection before proceeding through each stage ... redirect as needed.
- Teacher Demo all stages sequentially as needed based on group progress.
- After students have completed their engraving have them draw a sketch from direct observation on 8 x 5 card stock for use as a color scheme. Use colored pencils to plan colors for glazing after bisque firing.
- TD (teacher demo) burnishing pointing out some of the historical information.
- Have students burnish as needed after their clay has sufficiently air dried prior to bisque firing.
- TD glazing including set-up, clean up, tools and safe handling. Make sure to explain the difference in chemical process vs. “ painting and the impact of the kiln and high temps. (What did people do before kilns?).

- Set up for GLAZING DAY: have students glaze their bisque-fired pieces according to the color schemes (okay to change from original) and set up for Glaze firing.
- Display and distribute all work as it becomes available from kiln and conduct brief discussion about student responses to materials and each other's ideas (critique). Be sure to connect with the big picture (closure) on the impact of ceramics in cultures, worldwide, and across millennia.
- Note: during/between firing cycles try to build in opportunity for students to observe the kiln loading and unloading in various stages of set-up (shelving) and during a firing cycle (through peepholes).
- Record notes and considerations for future classes: unexpected events, problems, solutions and any other information to improve the unit.



Art 5

Unit Title / Topic: Texture Shapes

Unit Duration: 5 days

Stage 1: Desired Results

Established Goals:

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.

The [elements of art](#) and [principles of design](#) are universal. 1.1.5.D.2 Compare and contrast works of art in various [mediums](#) that use the same art elements and principles of design.

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. Art and culture reflect and affect each other. 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

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. Presenting works of art in dance, music, theatre, and visual art.

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 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

1.4 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.

Transfer Goal:

Students will be able to independently use their learning to...

1. Create works of art (texture shapes colored pencil drawing) that reflect an understanding of the elements and principles of design.
2. Identify elements and principles of art and design in their work and the works of others.
3. Interpret and understand the ways in which effective use of the elements and principles of art communicates (visually) the artistic message. (shapes that have symbolic meaning for the artist)

Students will understand that:

- Drawings and designs are forms of visual communication. Throughout recorded history, humans have always communicated ideas through artworks.

Essential Questions:

- How are elements (shape, color, texture) and principles (repetition) used in creation of designs?

- Artists create visual unity, and strong composition in their work (designs), by applying their knowledge of the elements (shape, color, and texture) and principles (repetition) of design in the art studio.
- Line work can create the impression of texture on a shape.
- Artists experiment and problem solve in order to decide how to best communicate their message.
- The creative process (trying things out)is often as important as the finished artwork.
- Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist.

- Why are repetitive designs and patterns so common across world cultures as a form of artistic expression?
- How does the medium (manila paper and colored pencils) influence the use of the elements and principles of art?
- How does technology (templates) influence the application of the elements and principles?
- How do artists communicate ideas in their designs?

Students will know:

- How the elements and principles of art and design are used in the creation of texture, shape designs..
- Many cultures from around the world use repetitive patterns (motifs) as a form of artistic expression.
- How medium (colored pencil) can influence the use of an elements or principles.
- How technology (templates, online images, etc) influences the application of the elements and principles.
- Why, how, and in what context some application styles are more popular than others.

Key Terms

Elements: Line, Value, Shape, Color and Texture.

Principles:, Contrast,, Rhythm,

Unity or Harmony, Repetition or Pattern

Media:.. Colored pencils..blending light vs. dark

Students will be able to:

- Identify the use of elements and principles in their designs
- Complete practice assignments (cutting out shape) incorporating individual elements and principles.
- Use Elements and principles of choice to express (visually) a specific idea. (arrangement of repeated shape)
- Use specific media (colored pencil) techniques to enhance the quality and execution of producing the visual message/idea.
- Manage specific elements and principles as limited by physical properties of the medium..
- Demonstrate proper handling of materials and tools along with appropriate set-up and clean-up.

Stage 2: Acceptable Evidence

Transfer Task

Students will design a shape to create a repeating motif design of their preference rendered in colored pencil.

Other Evidence

Discussion and questions about cultural /historical material presented.

Questions for understanding.

Observation and performance feedback from 1 to 1 and group guided instruction on materials, methods, and safe handling, e.g. glazing, and mixing pigments.

- Student participation during work sessions, i.e., time on tasks.

Stage 3: Activities to Foster Learning

Using exemplars from previous students.

- Initiate organized class discussion:
 - What is a shape?
 - What is texture.. How to you create the impression of texture?
 - What is a motif?
 - What is repetition?
 - How do elements and principles of art and design interact when creating an artwork?
- Have students identify materials used along with elements and how they were utilized e.g. color, shape texture.
- Summarize discussions and lead into how class will explore making” texture shapes” Show some additional exemplars(with backstory info) and refer to checklist.
- Introduce and demonstrate the process of creating a shape on a 3x3 card stock panel as a template.
- Demonstrate how to trace template on 12 x 18 manila paper in a design of personal choice..
- Conduct demonstration and review of proper set up/clean up for working with materials .
- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.
- Have students review design and choose techniques with teacher.
- Have students choose the 3 colors they will use for their design.

- Conduct demonstration and review of blending and application of colored pencil.
- Have students color in their designs keeping in mind how the use of line will enhance the perception of texture.
- Review clean up and storage of materials for next work session.
- Have students complete their designs.
- Circulate coaching and reviewing as needed.
- Demo and review final touches and enhancements such as ink line work and mounting final design.
- Have students sign and mount final colored pencil design.

Texture Shape Checklist

Grade 5

Name _____ Period _____ Cycle _____ Date _____

- Participate in class discussion and observe examples of texture shape designs.
- On a 3x3 piece of cardstock design a shape of your choice that is meaningful to you.
- Cut out your shape.
- Trace your shape in an arrangement of your choice using 12 x18 Manila paper and pencil. (Don't forget your name on back)
make notes or try out color scheme.
- Review with your design with Mr. S.
- Choose three colors to work with using colored pencils.
- Color in your shapes keeping in mind how to use line to create the impression of texture.
- Complete any finishing details pen, sharpie, marker as needed.
- Review with Mr. S.
- Mount and sign your art work
- Remember cleanup procedures ...especially teamwork.



Art 5

Unit Title / Topic: Relief prints

Unit Duration: 3-5 days

Stage 1: Desired Results

Established Goals:

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.

The [elements of art](#) and [principles of design](#) are universal. 1.1.5.D.2 Compare and contrast works of art in various [mediums](#) that use the same art elements and principles of design.

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.

Art and culture reflect and affect each other. 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

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. Presenting works of art in dance, music, theatre, and visual art.

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 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

1.4 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.

Transfer Goal:

Students will be able to independently use their learning to...

1. Create works of art (relief print design) that reflect an understanding of the elements and principles of design.
2. Identify elements and principles of art and design in their work and the works of others.
3. Interpret and understand the ways in which effective use of the elements and principles of art communicates (visually) the artistic message (origins and themes of their own and classmates designs as a form human cultural expression).

Students will understand that:

- Relief prints are forms of visual communication. Throughout recorded history, humans have always communicated ideas through artworks.
- Artists create visual unity, and strong composition in their work, by applying their knowledge of the elements and principles of design in the art studio.

Essential Questions:

- What is drawing and how does it relate to our culture?
- How are art elements and design principles used to create a drawing?

- Artists experiment, practice and problem solve in order to decide which dry or wet medium and techniques (in this case working with engraving foam and transfer for color) best achieve their goal.
- The creative process (thumbnail designs) is often as important as the finished artwork.
- Most artists are influenced by the creative work of their predecessors and contemporary peers. Nature, religion, culture, history, current events etc. also influence the artist.
- Printing is about learning how to create and apply images in imaginative ways, recombining designs and observing our results.
- Access to art and to the aesthetic experience, has a positive influence on the quality of a person's lifelong learning, personal expression, and contributions to our community and to society.

- How do artists select media, tools and techniques to best express the ideas they wish to communicate? How does problem solving relate to drawing?
- How does the creative process relate to a finished drawing?
- How do artists decide what to draw? What inspires an artist?
- How can drawing improve the quality of your life?
- How does drawing relate to painting and why do artists place such a high value on their sketchbooks.
- What does an artist need to understand in order to create a realistic drawing?

Students will know:

- The elements and principles of design
- Basic printing concepts
- Figure and ground on different papers.
- Color theory and schemes
- Engraving techniques to create real then implied texture
- Transfer techniques (applications of different kinds of pigments) used with the printing process.

Key Terms

Elements: Line, Shape Form, Space, Value, Color and Texture.

Principles: Balance, Contrast, Emphasis, Movement, Rhythm, Unity or Harmony, Repetition or Pattern, and Movement.

Relief, engraving, lithograph, image reversal (left-right, top-bottom orientation of asymmetrical designs) registration

Media: Foam boards. Printing papers. Printing pigments. stylus.

Students will be able to:

- Use the foam engraving and pigment transfer.
- Create a number of design (thumbnail) ideas through drafting process.
- Understand how to apply color pigments by using brushes, rollers, and colored papers.
- Create motifs that express ideas of personal interest and choice .
- Create textures and patterns in a print designs through use of line techniques with stylus, pen and repeated application.
- Experiment with re use of multiple prints (cut out rearrange on different grounds)

Stage 2: Acceptable Evidence

Transfer Task

Students will create a variety of relief prints comprised of designs they have generated from the thumbnail drafting process.

Other Evidence

Discussion and questions about cultural /historical material presented.

Questions for understanding.

Observation and performance feedback from 1 to 1 and group guided instruction on materials, methods, and safe handling, e.g. transferring pigments from foam board.

- Student participation during work sessions, i.e., time on tasks.

Stage 3: Activities to Foster Learning

Using exemplars from previous students and a variety of other printed artworks (online or in room)

- Initiate organized class discussion:
 - What is a print?
 - What does relief mean?
 - How do we speculate what materials were use when looking at images of artworks?
 - What do you think of them?
 - What elements and principles of art and design can you identify?
- Summarize discussions. Discuss different printing processes, show some exemplars (Albrecht Dürer artwork) and frame in historical context (technological innovation).

Note: the above listed activities can also be conducted in an online format through GAFE like Google classroom.

- Review and demo procedures, location of materials, refer to checklist; answer questions.
- Have students use 3x3 card stock and trace 8 squares a grid on a 12 x 18 sheet of manila paper.
- Have students generate 8 design ideas in each box (suggest simple logo-like symbol ideas).
- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.
- Have students review 1 on 1 with instructor and choose their 3 favorite designs.
- Conduct demonstration and review of how to engrave designs on foam board using stylus, or ballpoint pen.
- Instruct them to be aware of how they using elements and principles of art (line, texture).
- Distribute 3x3 foam panels.

- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity
- Have students review engravings with instructor.
- Demo application of water color, and also tempera pigment to foam with different implements (brush, roller, sponge) and discuss different effects.
- Have students practice transfer of designs on a variety of scrap papers of different colors and textures.
- Have student continue the printing process on different 12 x 18 papers of their choice in whatever repetitive arrangements and combinations they like.
- Have students create final artworks utilizing their printworks.
- Demo and review final touch ideas, such as pen and ink linework, mounting and signature.
- Have students write a reflection about how they worked on their relief prints and what ideas they were trying to express.

Relief Print Checklist

Grade 5

Name _____ Period _____ Cycle _____ Date _____

- Participate in class discussion and observe examples of relief print designs.
- Pay attention and observe all demonstrations; ask questions as needed.
- Using a 3x3 piece of cardstock trace 8 squares on a 12x18 sheet of manila paper (Don't forget your name on back).
- Create 8 different designs in the squares. Keep in mind symbols like logos and app icons.
- Choose your 3 favorite designs and use colored pencil to explore color schemes.
- Review with your designs with Mr. S.
- Get 3x3 foam panels and transfer your 3 favorite designs using stylus or ballpoint pen, Keep in mind image reversal.
- Practice applications of paints to foam and transfer on a variety of papers as shown in demonstrations.
- Review practice prints with Mr S.
- Process your prints in a variety of different arrangement with different color combinations on different colored paper panels
- Complete any finishing details pen, sharpie, marker as needed.
- Review with Mr. S.
- Mount and sign your art work
- Remember cleanup procedures ...especially teamwork.
- Write a paragraph describing your ideas, challenges and what you learned from making your relief prints.



Art 5

Unit Title / Topic: Cool Collage Scapes

Unit Duration: 5 days

Stage 1: Desired Results

Established Goals:

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.

The [elements of art](#) and [principles of design](#) are universal. 1.1.5.D.2 Compare and contrast works of art in various [mediums](#) that use the same art elements and principles of design.

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. Art and culture reflect and affect each other. 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

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. Presenting works of art in dance, music, theatre, and visual art.

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 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

1.4 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.

Transfer Goal:

1. Create works of art (collage) that reflect an understanding of the elements and principles of design.
2. Identify elements and principles of art and design in their work and the works of others.
3. Interpret and understand the ways in which effective use of the elements and principles of art communicates (visually) the artistic message (repurposing and rearranging images and other materials into new meaning as cultural expression).

Students will understand that:

- Collages are forms of visual communication. Throughout recorded history, man has always communicated ideas through artworks. (In this case repurposing visual media e.g. images, text, artwork material scraps into new meaningful ideas.

Essential Questions:

- How can repositioning visual media into new contexts (such as collage making) relate to our culture? Can it affect change?
- How are art elements and design principles used to create collages?

- Artists create visual unity, and strong composition in their work, by applying their knowledge of the elements and principles of design in the art studio.
- Artists experiment, practice and problem solve in order to decide which dry or wet medium, materials and techniques best achieve their goal.
- The creative process is often as important as the finished artwork.
- Most artists are influenced by the creative work of their predecessors. Nature, religion, culture, history, etc. also influence the artist.
- Collage is about learning how to see things in new innovative ways and exploring various arrangement to give new meaning to previously used materials
- Access to art and to the aesthetic experience, has a positive influence on the quality of a person's lifelong learning, personal expression, and contributions to our community and to society.
- Artists can use their art to inform others about new ways of seeing recognizable images and materials in different meaningful contexts.

- How do artists select media, tools and techniques to best express the ideas they wish to communicate? How does problem solving relate to changing and experimenting with new contexts and perspectives?
- How did the invention of collage in the 20th century help to expand the materials available for artists to use?
- How does the creative process relate to a finished collage?
- How do collage artists decide what to use in their arrangements? What inspires an artist?
- How can creating new meaning from previously used material (as in collage making) improve the quality of your life?
- What do an artists need to understand in order to create artworks that give new meaning to visual artifacts within a culture?

Students will know:

- The elements and principles of design
- How to apply collage materials using a variety of techniques.
- How to use elements and principles to help communicate ideas.
- Color theory and schemes
- How to identify characteristics of materials that will best communicate ideas.
- How to develop an idea through the collage making process (exploring different arrangements of mixed media) and proceed to a finished artwork.

Key Terms

Elements: Line, Shape Form, Space, Value, Color and Texture.

Principles: Balance, Contrast, Emphasis, Movement, Rhythm,

Unity or Harmony, Repetition or Pattern, and Movement.

Collage, scoring, torn edges, cut edges, glue, paste.

Mixed Media:.. Tempera paint scraps, images, linework brushwork.

Students will be able to:

- Identify the use of elements and principles in their artwork.
- Explore and give new meaning to previously made visual materials.
- Experiment with arrangements of different materials and images to communicate ideas.
- Use Elements and principles of choice to express (visually) a specific idea.
- Use specific media techniques to enhance the quality and execution of producing the visual message/idea.
- Manage specific elements and principles as limited by physical properties of the medium (images from magazines, painted and drawn items, scraps of paper).
- Demonstrate proper handling of materials and tools along with appropriate set-up and clean-up.
- Reflect upon their work in a systematic way (Artist statement).

Stage 2: Acceptable Evidence

Transfer Task

Students will use imagination to create a "cool collage scape (not necessarily a landscape, cityscape or sea scape, e.g. it could be a soccerscape, a mathscape...maybe a dreamscape)" by arranging and manipulating (cutting, scoring, tearing) mixed media (images, drawings, painted paper scraps, pen, ink, etc.) to communicate an idea.

Other Evidence

Discussion and questions about cultural /historical material presented.

Questions for understanding.

Observation and performance feedback from 1 to 1 and group guided instruction on materials, methods, and safe handling, e.g. collage techniques.

- Student participation during work sessions, i.e., time on tasks.
- Written reflective Artist Statement about final project.

Stage 3: Activities to Foster Learning

Using projector or other means: Have students observe artworks by groundbreaking and more current popular collage artists.

Focus on one/two of Pablo Picasso and Georges Braque collages e.g

<http://www.tate.org.uk/art/artworks/picasso-bottle-of-vieux-marc-glass-guit>
https://en.wikipedia.org/wiki/Papier_coll%C3%A9

Then: Robert Rauschenberg and Romare Bearden

<https://www.guggenheim.org/artwork/3547>
<https://www.nga.gov/feature/bearden/tech3.shtm>

- Initiate organized class discussion
 - What do you see? Be specific?
 - What's going on? Actions?
 - What elements and principles of art and design can you identify?
 - What are some of the characteristics of collage?
 - How do we speculate what materials were use when looking at images of artworks?
 - What are these collagists trying to communicate?

o How has this art style changed since Picasso and Braque?

- Summarize discussions. Discuss the idea of a "scape" using land- sea- and city-scape as a starting point. Discuss the process, show some exemplars (providing back story on how/why items were arranged and chosen) and refer to checklist; answer questions.

Note: the above listed activities can also be conducted in an online format through GAFE like Google classroom.

- Have students brainstorm some "scape" ideas of personal interest and meaning.
- Conduct demo on how e.g. one could create a super cool fish (for an "underseascape" out of a pic of a dress from a fashion magazine.
- Conduct demo on how to arrange cut outs and the differences in torn vs. cut edges..discuss various attachment techniques for effect...then overwriting, line work for emphasis and detail.
- Remind students to try to communicate the main features of their scape choice by managing controlling (like on their PDs ..functions, apps) the elements and principles. Encourage them to be creative and arbitrary in their color schemes.
- Direct student to all materials available for mixed media to manipulate and arrange for attachment on a 12 x18 sheet of paper (allow for other sizes if requested 18 x 36 etc.).
- Teacher circulates in a coaching manner providing feedback and questioning for understanding as students complete this activity.
- Demonstrate final touches including line work if needed, signing, and mounting.
- Teacher circulates in a coaching manner providing assistance and guidance as needed.
- Have students complete Artist Statement on their art work, discussing their "scape idea and what they were trying to convey and how they executed their ideas.

Cool Collage Scape

Grade 5

Name _____ Period _____ Cycle _____ Date _____

- Participate in class discussion and observe examples of collage designs.
- Pay attention and observe all demonstrations; ask questions as needed.
- Brainstorm some "scape" ideas make notes and draft as needed.
- Review with Mr S.
- Using materials available prepare and layout your collage arrangement on 12x18 sheet of manila paper utilizing explored and observed techniques (Don't forget your name on back).
- Review with Mr. S your final arrangement
- Apply the elements and components of your final collage using attachment techniques of choice.
- Review with your designs with Mr. S.
- Complete any finishing details pen, sharpie, marker as needed.
- Review with Mr. S.
- Mount and sign your artwork.
- Remember cleanup procedures ...especially teamwork.
- Write an Artist Statement about your artwork, discussing your "scape idea and what you were trying to convey and how you executed your ideas.

Please include challenges and what you did to address them.

