UNIT: The Elements of Art and Design
PROJECT: Introduction to Vocabulary
GRADE OR AGE: Grade 7
LENGTH: 1 day

ACADEMIC STANDARDS:

Production:
Standard 8
- 7.8.2   Identify and discriminate between types of shapes (geometric and organic), colors (primary, secondary, warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one and two point perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.

Standard 9
- 7.9.3   Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

PERFORMANCE OBJECTIVES:

Using their textbooks, the students will complete the crossword puzzle by listing the proper vocabulary words with 100% accuracy.

Given a word bank of proper vocabulary words, the students will participate in the "Vocabulary Jeopardy Game" for at least fifty minutes of the class period.

PREPARATION BY TEACHER:

The teacher needs to create a crossword puzzle, using the vocabulary words found in the textbook for "Elements of Art and Design." The teacher will also need to prepare the "Vocabulary Jeopardy Game" by placing proper vocabulary words and definitions into categories.

PROCEDURE:

Introduction/Motivation:
The teacher will express to the students how important a vocabulary is to a person and how fortunate we are to have a "general vocabulary" that we use everyday. The teacher will have the students get with a partner and with that partner, they will describe an object, however; they are not allowed to use words, they must use gestures. By participating in the exercise, hopefully the students will realize how much we take our everyday vocabulary for granted. And with this the teacher will explain how vocabulary within art is just as important as the student's everyday vocabulary. It is necessary for the students to know proper vocabulary for art in order to enjoy and appreciate art.

Step-by-step plan:
1) Students will receive a crossword puzzle.
2) Students will complete the crossword puzzle using their textbooks. (Gardner's Verbal-Linguistic, Spatial, and Intrapersonal Intelligences) (Bloom's Taxonomy- Knowledge and Comprehension)
3) Students will participate in the "Vocabulary Jeopardy Game" (which I have prepared) (Gardner's Verbal-Linguistic, Math-Logic, Spatial, and Bodily Kinesthetic Intelligences) (Bloom's Taxonomy- Application and Synthesis)
4) Using the blackboard/dry-erase board, the teacher will write the categories and point amounts.
5) The categories will coincide with the note cards that I already prepared.
6) The teacher will divide the class into two equal groups, naming each team.
7) The teacher will then start with one team, letting them choose a category from the board.
8) According to the category chosen, the teacher will give one member of the team a definition.
9) The member of that team must give the answer to the definition within a question (ex.- (teacher will say) -The art principle which is concerned with difference…(student will say) – What is variety?
10) The game will continue until all point amounts have been chosen and whatever team has the most points at the end will be named the winners.

Closure:

After completing the "Vocabulary Jeopardy Game," the students will be asked and expected to use the proper vocabulary when explaining, asking, describing, etc. art. It is important for the students to know and understand proper vocabulary for within the art room. Knowing the proper vocabulary will enhance their opportunity to learn within the art classroom.

Adaptations/Enrichments:
Self-Reflection:

The Elements of Art and Design
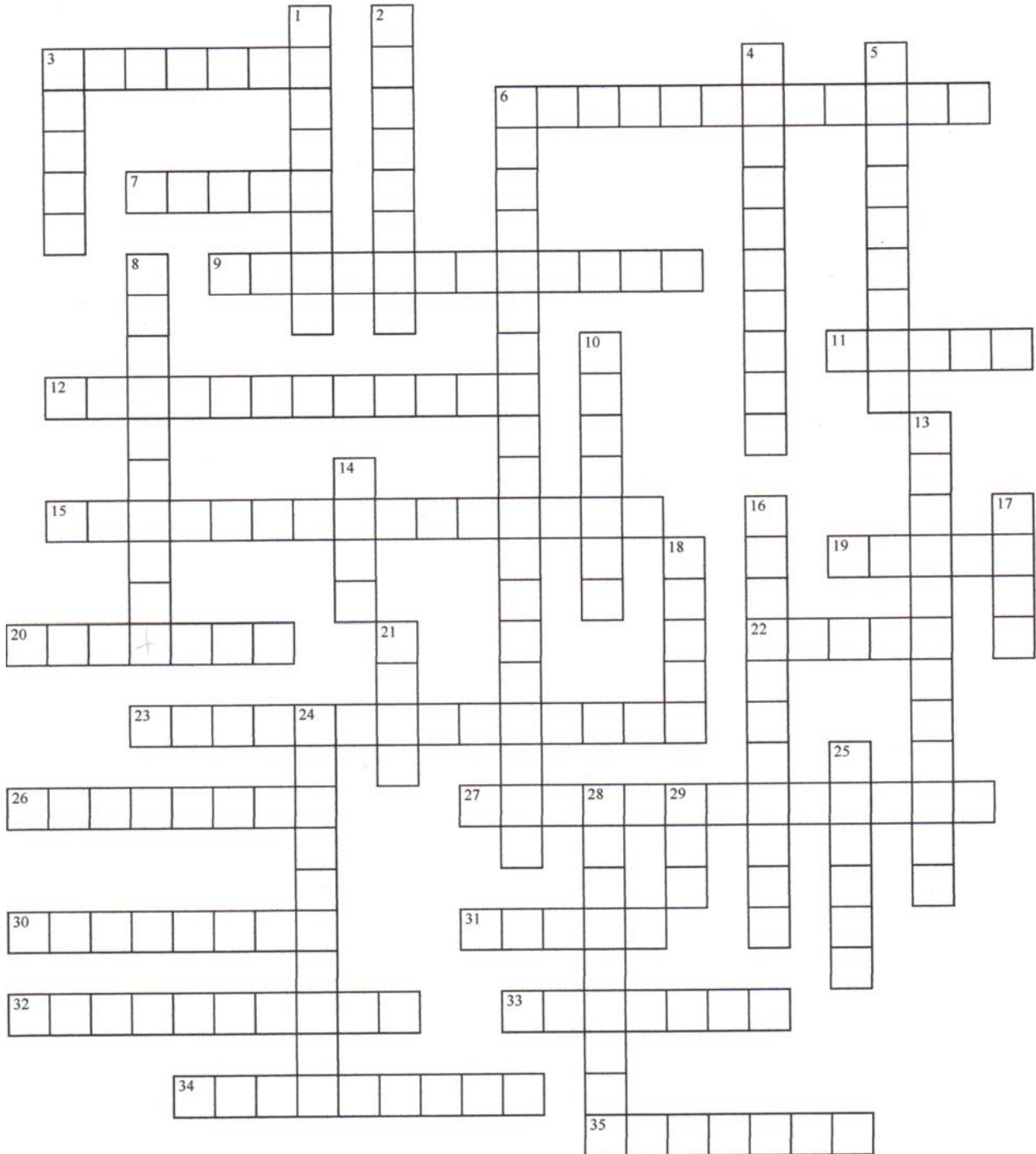
ACROSS

3 The art principle concerned with difference
6 Define the edges and surface ridges of an object
7 The size as measured against a standard reference
9 Move straight up and down
11 Objects having three dimenisons
12 Somewhere between a vertical and a horizontal line
15 Precise shapes that can be described using mathematical formulas
19 An element of art that is derived from reflected light
20 The illusion of a three-dimensional surface
22 The emptiness or area between, around, above, below, or within objects
23 Parallel to the horizon
26 Shading technique using parallel lines
27 Shading technique using crossed lines
30 Shading technique using the smooth, gradual application of dark value
31 A two-dimensional area that is defined in some way
32 The relationship of one part to another
33 The equalizing of visual forces, or elements, in a work of art
34 The brigtness or dullness of a hue
35 An expressive movement

DOWN

1 Two halves of the composition are identical
2 The principle of art that makes one part of a work dominant over the other parts
3 Refers to darkness or light
4 Changes direction gradually
5 The amount of space an object takes up in one direction
6 The colors opposite one another on the color wheel
8 The part of a work of art that attracts the attention of the viewer
10 Another word used to describe visual repetition
13 A series of points that the viewer's eyes automatically connect
14 A mark drawn with a pointed, moving tool
16 The illusion of depth on a two-dimensional surface
17 Form shapes/irregular and uneven shapes
18 A dark value of a hue
21 A light vlaue of a hue
24 Made from a combination of diagonal lines
25 The indication of movement by the repetition of elements
28 Shading technique using dots
29 The name of a spectral color

LINE	SHAPE, FORM, AND SPACE	COLOR	RHYTHM AND MOVEMENT	VARIETY, EMPHASIS, AND UNITY
200	200	200	200	200
400	400	400	400	400
600	600	600	600	600
800	800	800	800	800
1000	1000	1000	1000	1000