

UNIT: The Elements of Art and Design

PROJECTS: Shape, Form, and Space

GRADE: Grade 7

LENGTH: 1 week

#### ACADEMIC STANDARDS:

##### Criticism:

- 7.3.1 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art.
- 7.3.3 Expand on and use appropriate art vocabulary.

##### Production:

- 7.7.1 Demonstrate refined observational skills in drawing from life which presents accurately rendered subject matter.
- 7.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates their ideas.
- 7.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, warm, cool, contemporary, 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.
- 7.9.2 Demonstrate appropriate use of different media, techniques, and processes to communicate themes and ideas in their work including:

##### Drawing:

Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals

Processes: contour line, rendering, sketching, value, shading, crosshatching, stippling, one and two point perspective

## PERFORMANCE OBJECTIVES:

Using their textbooks, the students will complete the exercise worksheet for value and light sources by using various shading techniques with 100% accuracy.

Given a photograph and paper, the students will complete a portrait of themselves by using a shading technique by following the rubric.

## PREPARATION BY TEACHER:

The teacher needs to create a worksheet explaining difference between shape and form. The teacher will also need to copy handout explaining the different shading techniques, along with copying the Exercise Worksheet for Value and Lighting Sources for the students to complete. The teacher needs to have examples of portraits available for students to use as references.

## MATERIALS:

- textbook
- worksheets
- handouts
- pencils
- fine point sharpie's
- erasers
- digital camera
- computer
- printer
- 10 x 12 piece of paper

## PROCEDURE:

### Introduction/Motivation:

The teacher will discuss with the class the difference between shapes and forms, explaining that shapes are geometric shapes and two dimensional, whereas, forms are shapes that are three dimensional. I will give the students a handout that has cartoon figures on it with different shaped heads. I will have the students look at themselves and have them decide what shapes and forms represent themselves. After discussing vocabulary, techniques, and differences, the teacher will then explain the worksheets and portrait project.

### Step-by-step plan:

- 1) Students will review chapter six on page 95 in their textbook. (Verbal-Linguistics) (Bloom's- Knowledge)

- 2) Students and teacher will discuss vocabulary, techniques and differences between shapes and forms and how to create both. (Verbal-Linguistics) (Bloom's- Knowledge and Comprehension)
- 3) Students will receive handouts explaining shape and form and different types of shading techniques.
- 4) Students will receive an exercise worksheet for shading techniques. (Spatial) (Bloom's- Comprehension and Application)
- 5) Students will complete exercise worksheet
- 6) Teacher will take a digital photograph of each student.
- 7) Teacher will print each photograph in black and white, with high contrast
- 8) Teacher will give each student their photograph and a piece of paper
- 9) Students will trace the image on the photograph onto the piece of paper, using a window. (Spatial)
- 10) Teacher will explain how the image on the piece of paper is now a shape. (Verbal-Linguistics)
- 11) Students will begin shading their portrait by using various shading techniques. (Spatial) (Bloom's- Application and Synthesis)
- 12) Teacher will explain that by adding value to the shape, the students are now creating a form. (Verbal-Linguistics)
- 13) Students will complete portrait

Closure:

The students will be asked to explain the difference between shapes and forms, using appropriate vocabulary. It is important that the students know and understand the differences between these two art elements. By knowing these two elements properly, the students will enhance their opportunity to learn within the art classroom.

ADAPTATIONS/ENRICHMENTS: Attention Deficit/Hyperactivity Disorder

Establish classroom rules and consequences for breaking rules.  
 Establish structure and routine within the classroom for students to follow.  
 Create a behavioral management contract with student and parents.  
 Praise good behavior  
 Be open-minded to student's ideas for art projects  
 Have an organized and orderly classroom  
 Make sure the lesson keeps the students attention  
 Practice, model, and reinforce appropriate behavior for student to follow  
 PATIENCE

SELF-REFLECTION: