

UNIT: The Elements of Art and Design

PROJECT: Balance

GRADE: 7

LENGTH: 1 week

ACADEMIC STANDARDS:

Criticism:

- 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:

Given a piece of paper, the students will write three main points they learned from the past lesson with 100% accuracy. (Rhythm and Movement). (Writing to learn activity-Entry Slip)

Given the appropriate supplies, students will create a radially balanced design using simple geometric shapes by following the rubric.

#### PREPARATION BY TEACHER:

The teacher will prepare a handout discussing the idea and issues of balance. The teacher will have several examples of art, which convey the thought of balance. The teacher will make these examples available to the students for reference. The teacher needs to prepare an appropriate amount of paper circles for the student's radial project.

#### MATERIALS NEEDED:

- Writing to learn activity
- Examples of art work conveying balance
- Textbook
- Handout
- 11.5 " circle template
- Pencils
- 9 x 12 white construction paper
- Colored pencils
- Markers
- Watercolors
- Crayons/oil pastels

#### PROCEDURE:

##### Introduction/Motivation:

Before starting this lesson, I will have the students complete a writing to learn activity. I will have each student write, on a piece of paper, three main points or ideas that they learned from the last lesson. After the students have completed this activity, I will begin discussing balance. I will have the students stand up, making sure there is plenty of room for all students to move around comfortably. Once everyone is standing I will have them pick one leg up, having them keep their balance. While keeping their balance, I will have the students perform simple tasks, for example, close your eyes, touch your nose, touch your toes. The students will begin to realize that to perform and complete these simple tasks, they need a good sturdy balance. With this knowledge I will explain to the students that it is necessary for a good piece of art work to have good balance as well. In order to have a completed art piece, the piece needs to have a good balance, whether it is symmetrical or asymmetrical. I will show students examples of famous art work with both types of balance: Georgia O'Keefe's *Cow's Skull: Red, White, and Blue* and Caravaggio's *The Conversion of Saint*

*Paul.* After discussing this, I will move into the radial project. (Bodily-Kinesthetic) (Bloom's- Knowledge and Comprehension)

Step-by-step plan:

1. Teach the principle of radial balance and geometric shapes (Bloom's- Knowledge and Comprehension)
2. Next, pass out the paper and have the students cut out the circle. Show the students how to fold the circle in eighths. Stress accuracy.
3. Show how they will design only one slice of their pie using symmetry
4. Students will then begin "ruling" a symmetrical design on the one eighth slice. Let kids know that they are always free to begin again if they are not satisfied with their design for any reason. (Spatial) (Bloom's- Comprehension and Application)
5. Students will finish ruling the first "slice." They began to transfer the "ruled" design by placing their circle and design on a window and tracing the design onto their circle. This process is repeated until the entire circle is ruled. Some students may have to darken their lines before they get a good transfer. (Bloom's- Synthesis)
6. Finish the transfer of the design. Demonstrate coloring techniques using markers, colored pencils, paint, or crayons. Students begin to color their design.
7. Finish coloring and turn in art work.

Closure:

The students will be asked to explain the concept of balance in art and what the importance of balance is in art. It is important that students know and understand the concepts of balance. By knowing this concept, the students will enhance their art work and the opportunity to learn within the art classroom.

ADAPTATIONS/ENRICHMENTS: Sensory Impairments

- Sit student in appropriate seats according to the particular activity you are performing.

- Braille adaptations on computers, displays, printouts, materials and books.
- Use large print programs, CCTVs, monoculars and magnifiers, etc., and computer adaptations that will increase print size.
- Learn and use sign language.
- Have a consistent routine
- Try treating that student like everyone else as much as possible
- Choose homework assignments carefully
- Be PATIENT with these students, you just have them for an hour to an hour and a half at the most each day....they have this the rest of their lives.

EXAMPLES OF FAMOUS ART

SYMMETRICAL

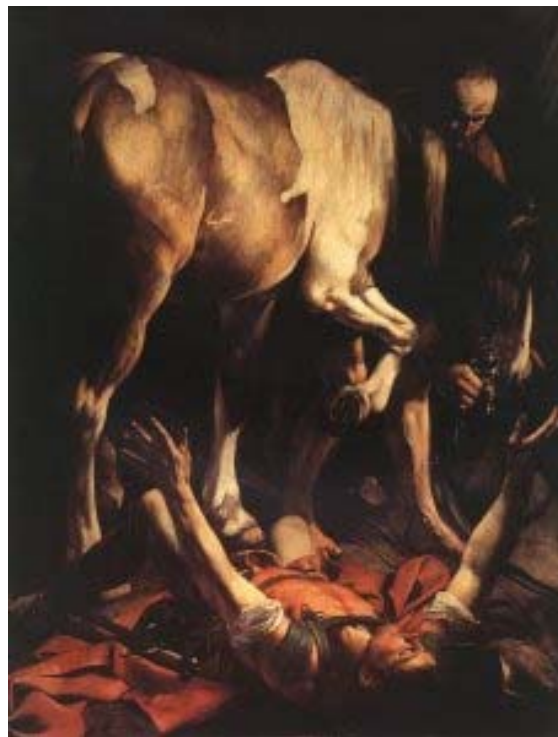


Georgia O'Keeffe: Cow's Skull Red, White, and Blue



Richard Estes: Telephones Booths

ASYMMETRICAL



Caravaggio's: Calling of Saint Matthew and  
The Conversion of Saint Paul

EXAMPLES OF RADIAL PROJECT





