

UNIT: The Elements of Art and Design
PROJECT: Variety, Emphasis, and Unity
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 their textbooks and a Reciprocal Teaching Chart, the students will complete the Reciprocal Teaching activity over Variety, Emphasis, and Unity with 100% accuracy.

By using the website, www.seussville.com, the students will create their own Dr. Seuss story by following the directions given on the website and by following the rubric.

Given the right material and tools, the students will create a surreal animal out of clay by following the rubric.

PREPARATION BY TEACHER:

The teacher will need to make copies of the Reciprocal Teaching chart for the students. The teacher will also need to prepare examples of Lichtenstein art. The teacher will need to have examples of surreal animals available for students to use as references.

MATERIALS:

- textbook
- Reciprocal Teaching chart
- Computer
- Internet
- Clay
- Glazes
- Objects to create texture

PROCEDURE:

Introduction/Motivation:

For my reciprocal teaching activity I am going to split the students into groups. Once this is done, I will hand out a reciprocal teaching chart to each group. Each group will need to work together and complete the chart about Variety, Emphasis, and Unity by using their textbooks. After the students complete this activity, I will then take them to the school library or computer lab. Once in the computer lab or library, I will have the students go to www.seussville.com, where they will create there on Dr. Seuss story, using surreal animals. This activity will engage the students with the lesson of variety, emphasis, and unity, along with the activity that they will be participating in when back in the art classroom. (Verbal-Linguistics, Spatial, Interpersonal) (Bloom's- Knowledge)

Step-by-step plan:

- 1) Have students in a large circle. (Spatial)
- 2) Each student has about a pound of ordinary pottery clay.
- 3) The students are asked to form it into an animal while holding it in their hands - not on the table. They work by the analytical process where the parts are not attached, but the parts are pinched and pulled out of the lump of clay. (Spatial, Bodily-Kinesthetic) (Bloom's- Comprehension, Application)
- 4) Ask them to turn it around frequently. Look at it from every direction.
- 5) Just as it starts to take form, the teacher asks them to pass it too the next person.
- 6) Instruction: "Look at the animal you got. It is now yours. The one you started now belongs to somebody else. Do not talk to the person next to you. You do what you want to do with the animal you got. You may change it any way you want to. Others may change yours also. (Bloom's- Application)
- 7) As soon as some serious progress is being made, ask them to pass it on and repeat the instructions.
- 8) To add life, ask that they have the animal doing something that it likes to do or something it hates to do. Ask them to have it turning to look at something it is afraid of at something that makes it hungry. Continue this process until the animals begin to look finished.
- 9) Ask, "What is the creature doing?"
- 10) Ask, "What is the creature's attitude?"
- 11) As the works progress, they may be placed on the table, but keep them turning. Small parts and details may be added.
- 12) If you feel they are not being creative enough, as animals begin to appear finished, consider passing only the front half of the animal to the next person and have them join the front and back from different animals. Be prepared to have a sense of humor. It is not every day you see a bass-giraffe or a rabbit-turtle.
- 13) If you keep passing the hybrid animals, they develop identities of their own.
- 14) It may add some unique qualities if they are asked to pretend it is actually a robot or a toy creature.

- 15) Using pencils and/or other tools, add texture and detail.
- 16) At the end each student invents a word to name the animal or creature. The name is written on the clay. (Verbal-Linguistics)
- 17) Allow creatures to dry at proper pace, when bone dry, fire the pieces.
- 18) After the creatures have been bisque fired, then have the students glaze their creatures, giving them more character.
- 19) When glaze has dried the proper amount, fire the piece once again.

Closure:

The students will be asked to explain the difference between variety, emphasis, and unity using appropriate vocabulary. The students will also be asked to explain how variety, emphasis, and unity work with one another to create art work. It is important to understand these art elements. By knowing these art elements, the students will enhance their opportunity to learn within the art classroom. I feel this lesson is an engaging and fun lesson to end on before the test.

ADAPTATIONS/ENRICHMENTS: Autism

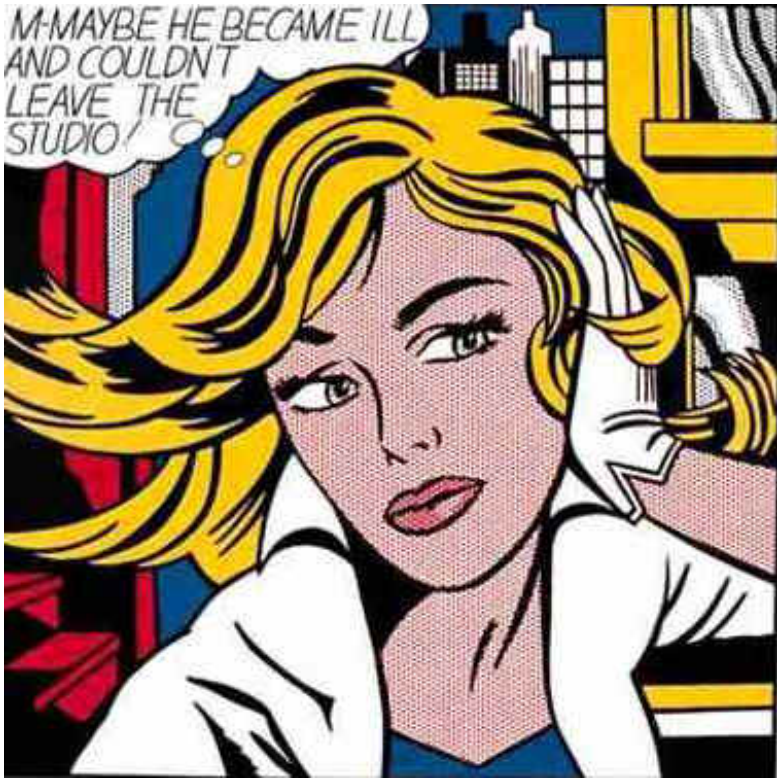
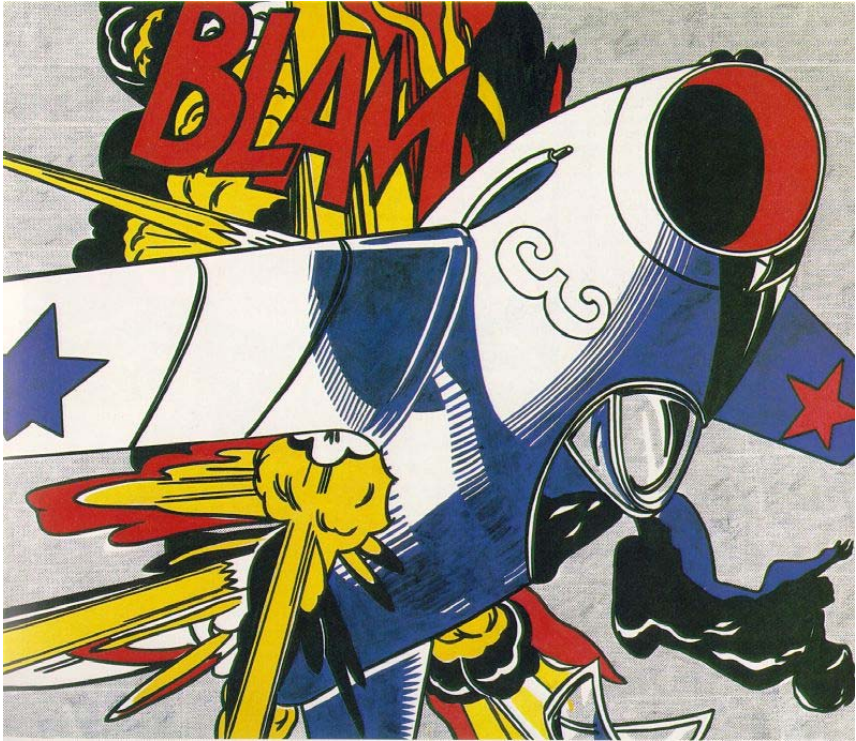
- Give demonstrations that students can do in groups to help them interact with students and the material.
- Give students art lessons that are hands-on.
- Use planning charts that gives things that should be done after each class. Normally used weekly.
- Make a routine for the classroom and be consistent with the routine.
- Let the student know about changes in the classroom a little before the activity starts.
- Be clear in identifying the main point and important information.

SELF-REFLECTION:

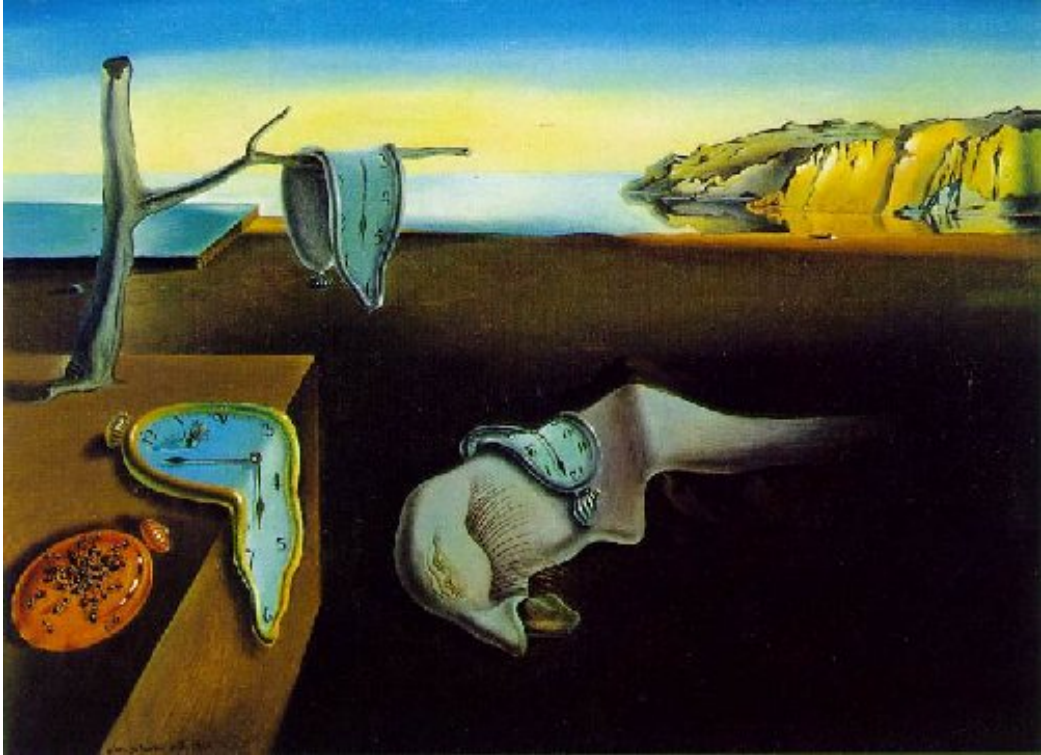
Reciprocal Teaching Chart

Reading: _____ Chapter # _____ Date: _____
Prediction:
Question:
Clarification:
Summary Statement:
Was the prediction confirmed: YES NO
Details:

EXAMPLES OF LICHTENSTEIN



EXAMPLES OF DALI



EXAMPLES OF CLAY SURREAL ANIMALS

