

UNIT: The Elements of Art and Design

PROJECTS: Proportion

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 the appropriate materials, the students will complete a concept map for proportion with 100% accuracy.

Given appropriate examples, the students will create their own comic strip by completing the Comic Strip worksheet by following the rubric.

Given a variety of handouts and materials, the students will complete a cartoon drawing of themselves by following the rubric.

PREPARATION BY TEACHER:

The teacher will need to make copies of the Comic Strip worksheet for all students. The teacher will also need to make copies of the cartooning handouts for all students. The teacher will need to have several examples of comic strips for students to use as references. The teacher will need to have examples for “Cartoon Drawings” available for students to use as references. The teacher will need to have enough shiny, reflective balls for all students.

MATERIALS:

- Reflective balls
- Pencils
- Erasers
- Handouts
- Worksheets
- 10 x 12 piece of paper
- Concept maps
- Crayons, colored pencils, markers, etc.
- textbook
- examples of comic strips

PROCEDURE:

Introduction/Motivation:

To get my students engaged with proportion, I will have the students discuss ideas and issues with proportion. Using the textbook, the students will complete a concept map about proportion. After discussing proportion as a class, the students will complete the Comic Strip worksheet. They will answer the provided questions and then create their own comic strip. This activity will excite the students to learn about proportion.

Step-by-step plan:

- 1) Students will review chapter eleven on page 273 in their textbook. (Verbal-Linguistics) (Bloom's- Knowledge)
- 2) Teacher will show examples of Pablo Picasso to show proportion.
- 3) Student and teacher discuss vocabulary, techniques, and certain types of proportion. (Verbal-Linguistics) (Bloom's Knowledge and Comprehension)
- 4) Students will receive handouts concerning cartooning.
- 5) Students will receive concept maps to complete
- 6) Students will receive a Comic Strip to complete.
- 7) Students will receive a reflective ball.
- 8) Students will receive a piece of 10 x 12 paper to draw their altered facial proportions.
- 9) Students will complete a drawing of their altered facial proportions. (Bloom's- Comprehension and Application) (Spatial)
- 10) Students will color their drawing to make it appear more realistic. (Spatial) (Bloom's- Application and Synthesis)

Closure:

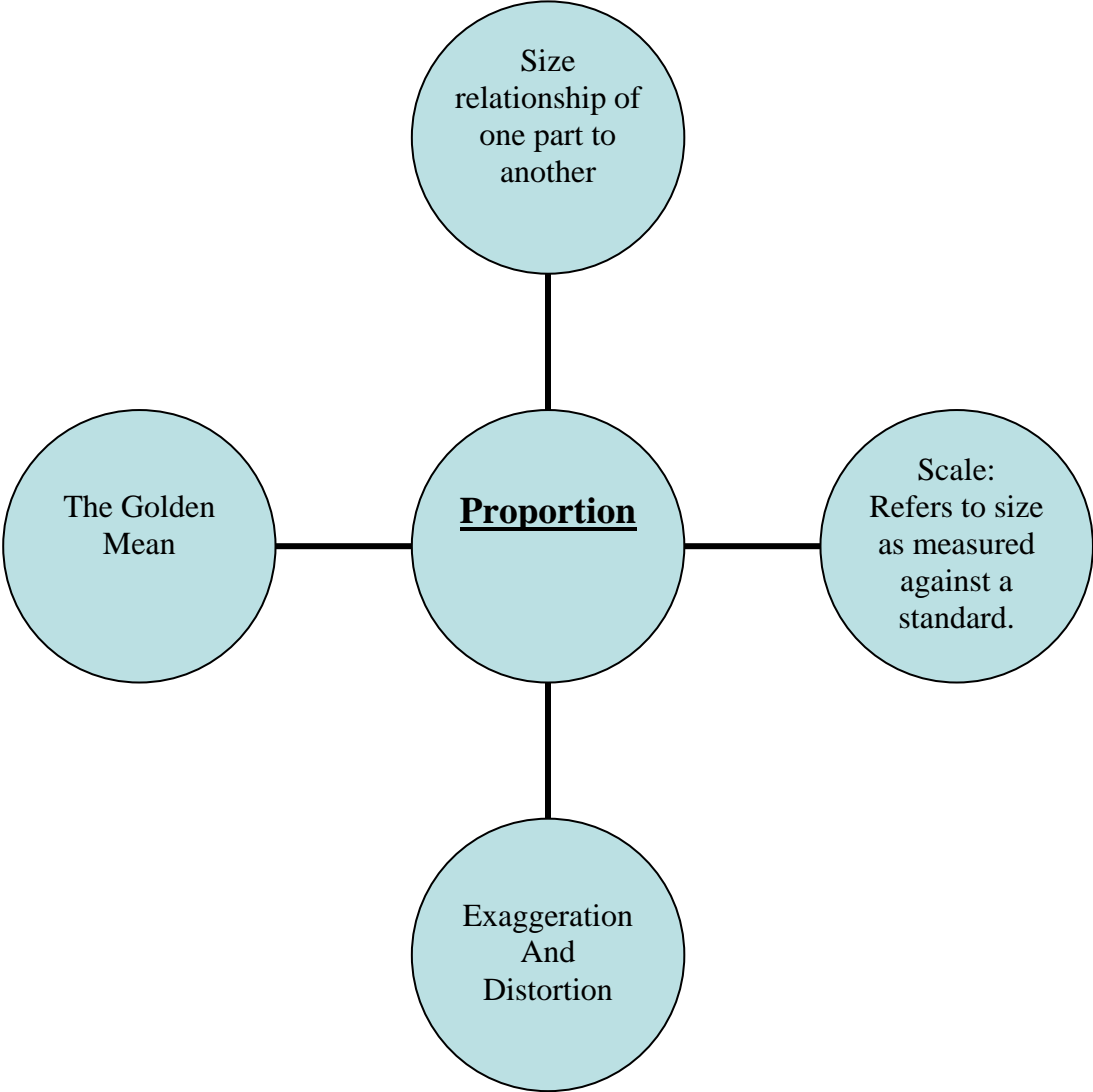
The students will be asked to explain the different issues and ideas of proportion using appropriate vocabulary. It is important for the students to know and understand this art element. By knowing this art element, the students will enhance their opportunity to learn within the art classroom.

ADAPTATIONS/ENRICHMENTS: Mental Retardation

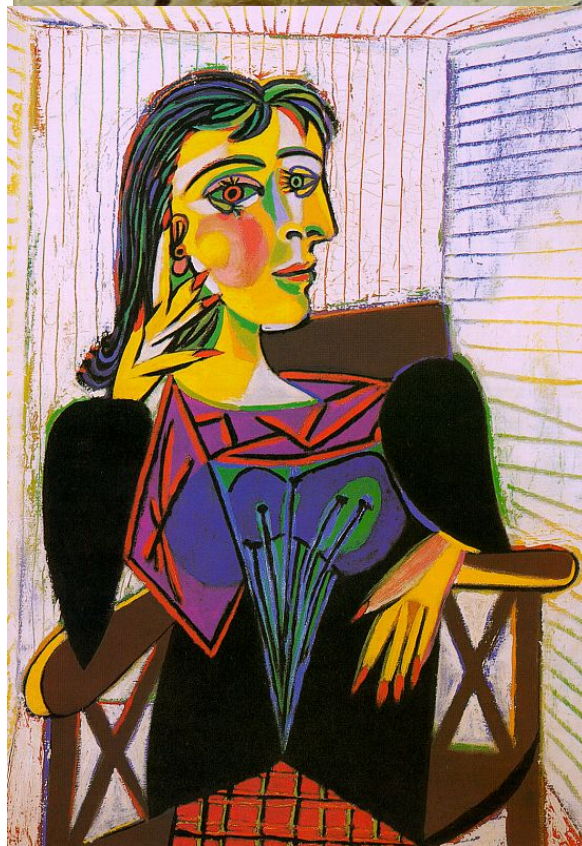
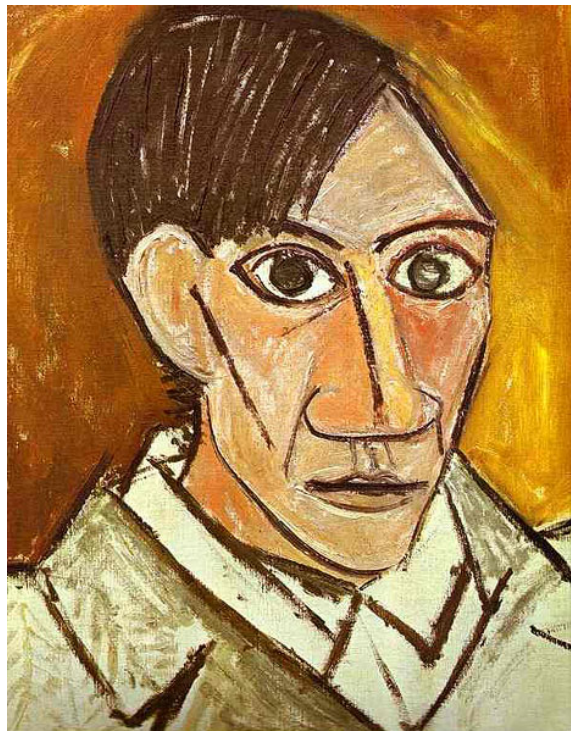
- Do not use complex sentences with the student.
- Concentrate on concrete ideas and skills because of trouble with abstract concepts.
- Make instructions clear and concise.
- Be patient, persistent, and consistent.
- Use multi-sensory approaches to projects
- Don't have low expectations for the students.
- Work on basic understanding of project and not in-dept meanings
- Allow multiple ways to complete a project.

SELF-REFLECTION:

CONCEPT MAP FOR PROPORTION



Examples of Pablo Picasso



Examples of Reflective Ball Drawings

