

Unit #12 Title: Non-Objective Sculptures/Color Schemes

- SWBAT Describe the three forms of art.
- SWBAT Identify and categorize a sculpture into one of the three forms of art.
- SWBAT Recognize how balance is used to create a good composition.
- SWBAT identify three types of balance.
- SWBAT Use and identify color schemes in their art making.
- SWBAT use proper vocabulary during the art-making process

Estimated Length of Time: 1 week

<p>Sunshine State Standards <i>Unit Goals</i></p>	<p>Activities</p>	<p>Resources <i>What materials/resources will we need to ensure mastery?</i></p>
<p>Skills, techniques and processes</p> <p>VA.9.12.S.1.6 Students will explain various processes and techniques they are using to make art.</p> <p>VA.912.S.2.1 Students follow steps for various processes and techniques to create works of art.</p> <p>VA.912.S.3.1 Students use materials to create artworks.</p> <p>VA.912.S.3.3 Students follow classroom rules and procedures.</p> <p>VA.912.S.3.7 Students safely follow classroom procedures and care of materials during the art making process.</p> <p>VA.912.S.3.11 Students demonstrate care for materials and tools.</p> <p>Organizational Structure</p> <p>VA.912.O.1.5 Create artwork using the elements and principles of design.</p> <p>VA.912.O.3.1 Create personal artworks using symbolism, experiences or beliefs to communicate with the viewer.</p> <p>Historical and Global Connections</p> <p>VA.912.H.1.2 Students will learn appropriate behaviors for attending an art venue.</p> <p>VA.912.H.2.3 Understand that works of art can commemorate a person or event.</p> <p>VA.912.H.2.6 Understand how art plays an important role in global cultures.</p> <p>VA.912.H.3.3 Student will use what they are leaning in other content areas to aid in the art making process.</p>	<p>1-2 Show PPT about colors schemes and review color theory. Students will complete a color scheme and value exercise to prepare for upcoming assignment.</p> <p>3. What do you think you know /pair up students. Show PPT about the three forms of art, principle of balance and how it relates to the new assignment. Students will complete a note taking handout during presentation and take a brief quiz/exit slip to check for student understanding.</p> <p>4-5. Demonstrate steps to build non-objective sculptures and review the principle of balance. Hand out materials to students and have them begin assignment. I'll Check for student understanding and observe. Ask students to ask each other if there sculpture is baaleanced/</p>	<p>Power Point Presentations Teacher Created Handouts Art Reproductions Student Examples Project supplies</p>

<p>Critical Thinking and Reflection</p> <p>VA.912.C.1.1 Create personal artworks</p> <p>VA.912.C.1.5 View and explore artworks created in various media, techniques and styles.</p> <p>VA.912.C.1.6 Look at how various artists have used the elements and principles of design in their art.</p> <p>VA.912.C.1.7 Students understands the structural need for the artwork they're making.</p> <p>VA.912.C.2.7 Students reflect on their own art making process.</p> <p>VA.912.C.3.1 Students will identify the subject and purpose of an artwork.</p> <p>Innovation, Technology, and the future</p> <p>VA.912.F.2.1 Students will explore careers in art.</p> <p>VA.912.F.2.6 Students will examine how art can enrich a person's life</p> <p>VA.912.F.3.3 Students will understand how studying art helps develop life skills.</p> <p>VA.912.F.3.4 Students will learn how to follow directions and use time management.</p> <p>VA.912.F.3.5 Students will learn how to present information about art.</p> <p>VA.912.F.3.6 Students will learn how to reference the work of another artist.</p>	<p>Writing Activities</p> <ol style="list-style-type: none"> 1. Student reflections. Students will answer questions related to their artwork once assignment completed. 2. Note taking handout. 	<p>VOCABULARY</p> <ol style="list-style-type: none"> 1. Color scheme 2. Value 3. Tints and Shades 4. Non-objective art 5. Realistic art 6. Abstract Art 7. Balance 8. Asymmetrical Balance 9. Symmetrical Balance 10. Radial Balance
<p>Assessment</p> <p><i>How will we know if students learn?</i></p>	<p>Completed project with student and teacher completed rubric. Completde student reflections. Teacher observation of student participation. Exit Slips. Practice exerises</p>	