

# 6-8 Unit 1, Art, Elements and Principles of Art

Content Area: **Art**  
Course(s): **Art**  
Time Period: **September**  
Length: **10 weeks**  
Status: **Published**

## Common Core Standards

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AR.6-8.1.1.8	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
AR.6-8.1.3.8.1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
AR.6-8.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
AR.6-8.1.3.8.2	Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
AR.6-8.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
AR.6-8.1.3.8.3	The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.
AR.6-8.1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
AR.6-8.1.3.8.4	Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
AR.6-8.1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
AR.6-8.1.3.8.5	Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.
AR.6-8.1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
AR.6-8.1.3.8.6	The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.
AR.6-8.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
AR.6-8.1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.

## Student Learning Objectives

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### Color

Review primary and secondary colors.

Review, mix and apply complementary, warm, and cool colors.

Review, identify, mix, and apply tertiary, analogous, neutral, and monochromatic colors.

Demonstrate the use of colors to create harmony.

### Line

Review and apply a variety of lines.

Create a variety of lines in various mediums.

Recognize line as a shading tool.

### Shape

Review and apply geometric, natural, and free-form shapes.

Recognize that shapes can be overlapped to achieve perspective or visual interest.

Recognize and demonstrate how natural shapes such as trees can contrast with geometric shapes such as houses.

### Texture

Review and apply real and implied texture.

Create texture in different media.

### Space

Review and apply organization of elements in a composition, perspective, and positive/negative space.

Recognize and apply foreground, middle ground, and background in a composition.

Recognize and understand that shapes can be drawn as 2 dimensional or 3 dimensional in a composition.

Recognize and demonstrate illustrations in 1 point perspective.

### Form

Recognize and demonstrate 3 dimensional form by illustration or construction.

### Value

Recognize and demonstrate light and dark on a surface or object to help create a form, depth, and perception.

## PRINCIPLES

### Pattern

Recognize and demonstrate the use of creating patterns in making art.

### Emphasis

Recognize and demonstrate how to use emphasis when making art.

Demonstrate emphasis through contrast (size, color, texture shape, etc.)

### Balance

Create and understand symmetrical and asymmetrical balance in a variety of media.

### Rhythm/Movement

Recognize and demonstrate that the suggestion of motion can be achieved through the use of various elements. Students can understand and demonstrate how the eye can be drawn to a focal area.

### Variety

Recognize and demonstrate by using several elements of design the viewer's attention can be guided through the artwork.

### Harmony

Recognize and demonstrate that by using the same elements of design it can be appealing to the eye.

### Unity

Recognize and demonstrate that using the components of art in a harmonious manner, the artwork will have a sense of completion.

### Proportion

Recognize and demonstrate the size relationship of one object to another or its surroundings.

Create art using appropriate tools, mediums, and processes.

Discuss using art terminology for the classification of art into various art genres.

Create art following art genres.

Recognize multiple solutions to problems when creating visual art.

Inform choices about visual communication when choosing between traditional and contemporary art materials.

Create art from informed choices.

### **Enduring Understanding**

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Students will create art using the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

Students will create art using the elements of art and principles of design in 2D and 3D using a variety of media.

Students will choose correct medium and tool to communicate visual message.

Students will create art using a variety of genre styles and use correct terminology to classify various art genres.

Students will seek and execute a variety of solutions to a problem.

Students will use traditional and contemporary art materials (include digital media) in visual communication and art-making.

### **Essential Questions**

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What choices must an artist make before beginning a work?

What factors influence artist and artistic expression and how do people express themselves through art today?

What problem solving skills do I need to create art?

How do I use my knowledge of art skills to create art?

How can we use design principles to organize ideas?

## **Instructional Activities**

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Projects inspired by famous artists, art movements, and culture

Projects using the elements and principles of art

Open discussion

Collaborative projects

Projects using a wide variety of art materials

## **Texts and Resources**

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<http://www.google.com/culturalinstitute/home>

<http://www.heritagepreservation.org/PROGRAMS/SOS/4KIDS/howtolo.htm>

<http://whitney.org/ForKids>

<http://www.theartgallery.com.au/index.html>

[www.artinstitutes.edu/](http://www.artinstitutes.edu/)

## **Assessment**

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Open discussion of famous art works

Rubrics

Observation of student work