

ART MIDDLE SCHOOL

Standard(s):

1(B) understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately

2(A) create original artworks based on direct observations, original sources, personal experiences, and the community

CONCEPTS (NOUNS)

Elements of art/Fundamental of art

- Line
- Shape
- Color
- Texture
- Form
- Space
- Value

Vocabulary

Original artworks

- Direct Observations
- Original Sources
- Personal Experiences
- Community

SKILLS (VERBS)

Understand (elements of art)

Apply (elements of art)

Use (art vocabulary)

Create (original artwork)

LEARNING PROGRESSION

1. Understand Elements of Art are foundational for all art lessons.
2. Name and define the Elements of Art.
3. Apply the Elements of Art to create an original artwork using the perspective drawing skills.

LEARNING INTENTIONS

1. Today, I am learning about elements of art (lines and shapes).
2. Today, I am learning about two-point perspective drawing using the elements of art.

SUCCESS CRITERIA

- 1a. I can create a sketchbook entry using a variety of lines.
- 1b. I can create a sketchbook entry using a variety of geometric and organic shapes.
- 1c. (Language expectation) I can use art vocabulary to explain my sketches.
- 2a. I can draw guiding lines using a ruler.
- 2b. I can draw a vanishing point.
- 2c. I can draw the walls and details using geometric and organic shapes and lines.
- 2d. (language expectation) I can justify my use of elements of art in my artwork.

RELEVANCE TALKING POINTS

- 1a. Learning the elements of art helps us understand how art is created.
- 2a. Understanding and creating a perspective drawing helps us understand our placement in the world around us.

ASSESSMENT OPPORTUNITIES

Artist Name:

Title of Artwork:

Artist Statement:

Artist statements allows for students to write about their creative process. Writing prompts helps them to generate ideas and start the writing process. For example:

- What elements of art did you incorporate and why?
- Write about some examples of incorporating the elements of art in your artwork.
- Did you use some elements of art more than others? Why?

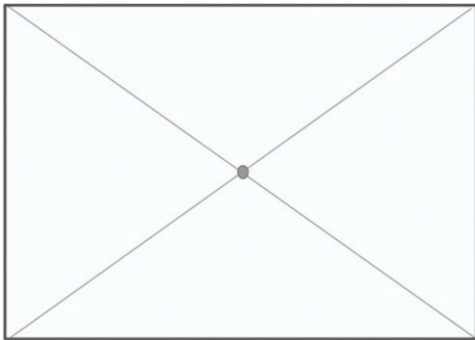
Progress monitoring in the art studio:

- Sketch books allow for both the teacher and the student progress throughout the school year and brainstorm through an art project
- Padlet (online resource)- Have students take a picture at the beginning, middle, and end of class every art class. This process documents the progress.
- Look for perspective lines and vanishing points.
- Notice students' abilities to articulate their process using key vocabulary.

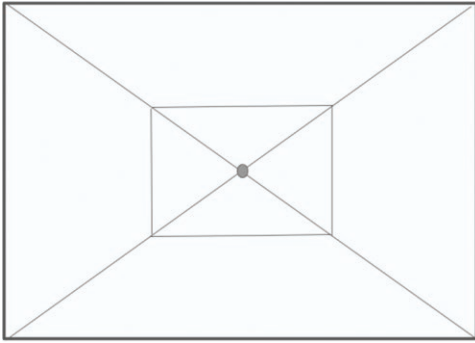
CREATING MEANINGFUL LEARNING EXPERIENCES (LISC 2)

Focused Instruction (modeling):

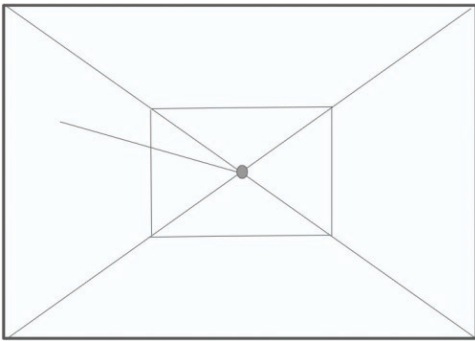
1. Lightly draw an 'X' from corner to corner to define the four walls. Then mark the middle of the x to create the vanishing point.



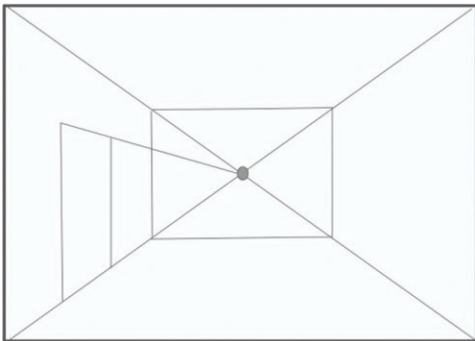
2. Lightly draw a rectangle to create the back wall. Be sure all corners are straight 90 degree angles.



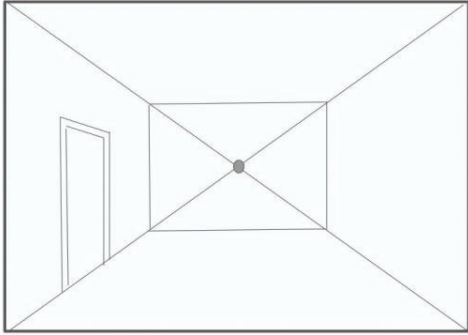
3. Draw the door. Start with slightly drawing a diagonal line that starts from the vanishing point. This will line will be the top of the door frame.



4. Draw two vertical lines to create the door frame.

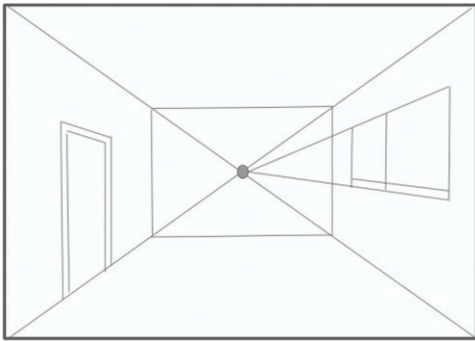


5. Draw the inside of the door frame and erase the extra guiding line that leads to the vanishing point. Remember that the inside lines must be parallel to the outside lines of the frame.



GUIDED PRACTICE

1. Continue drawing details using the vanishing point as a starting point for guiding lines. (Example: window)



2. Ensure students are using the vanishing point as a guideline.
3. Use the correct vocabulary for students to practice hearing and using the correct elements of art.

COLLABORATIVE LEARNING

1. **Gallery Walk:** (Peer feedback) Give each student a sticky note. Each student will write a 'Glow' and 'Grow' (aligned to the success criteria) for every peer. A 'Glow' is something they admire that they would consider trying in their own artwork. A 'Grow' is something that could be improved.

INDEPENDENT PRACTICE

1. Students can choose to add color or a black-and-white value scale. A mini-lesson of each could be taught or created for students to explore independently.
2. The one-point perspective room can be altered to many art styles or inspired by various artists.


Examples:

- Surreal- students can add magazine clippings such as dinosaurs, animals, people, cars, etc.
- Realistic- Emphasize proportion and value shading
- Vincent van Gogh



The Bedroom Vincent van Gogh

ASSESS MASTERY OF STANDARD



ART RUBRIC Name: _____
Project Name: _____

I can draw guiding lines using a ruler. Points: ___/1	I can draw a vanishing point. Points: ___/1	I can draw the walls and details using geometric and organic shapes and lines. Points: ___/3	I can create an original artwork using (art style). Points: ___/3	I posted a Flipgrid Video giving feedback. Points: ___/2
Total Points: ___/10				

Checking for mastery can be completed online in Google Classroom slide or printed for students to write on.

Creating a Flipgrid (online) component allows students to reflect on their artwork. After completing their artwork and the rubric, students can log on to Flipgrid using a link or QR code. There, they will find prompts to help them reflect on their creative process.

Example:

- How did you create your one-point perspective room?
- What elements of art did you use and how?
- How did you use the art style or artist to inspire your artwork?