Secondary Lesson Plan: Elements and Principals of Art Book

Teacher: Herman Course/Grade: ART 1 Grade 9-12 Unit: Alternative book making

6 class periods

Content Standards:

Essential Question: How are the elements and principals of art essential to art making?

What are the differences between elements and principals of art, are they important or not?

How do books help up to document information?

How are books created? How have books changed over time?

Objectives:

Knowledge: Know the elements and principals of art and apply them in a way to take notes through alternative book making

Skills: Create a book with binding, pages, and a cover to display the elements and principals of art

Dispositions: Students will reference their book to answer questions regarding the elements and principals of art making

ELP Standards: Technology, Graphic Organizers, Team Building, powerpoint, video making

Activating Strategies:

1. View power-point on the elements and principals of art as well as alternative book making.

2. Explore the significance of the elements and principals of art in clothing and advertising

3. Gather Ideas from a web bubble chart

4. Participate in the creation of a book on the elements and principals of art

Acceleration Strategies:

Day 1. The teacher will introduce how the elements and principals of art are the building blocks to creating an aesthetically pleasing piece of work. For example, you can prepare a potatoes several different ways using different methods. This is how the elements and principals of art work to create several different art forms. Students will view a brief powerpoint with examples of the elements and principals of art. They will then be asked to search magazines for examples of these elements and how they work in modern day advertisements. Students will then be introduced to bookmaking.

Day 2-3. Students observe a demonstration on several different techniques to create a book. They may alter a book of their own or create on from 3 different methods, accordion fold, book binding, and origami method. Each book should have a page for each element and principal of art:

Elements:

1. Line: Line is the path of a point moving through space
2. Shape: Shape implies spatial form and is usually perceived as two-dimensional. Form has depth, length, and width and resides in space. It is perceived as three-dimensional.
   1. Two vs. three dimensional
3. Color: Colors all come from the three primaries and black and white. They have three properties – hue, value, and intensity.
   1. Hue, value and intensity
4. Value
   1. Value refers to relative lightness and darkness and is perceived in terms of varying levels of contrast.
5. Texture: Texture refers to the tactile qualities of a surface (actual) or to the visual representation of such surface qualities (implied).
6. Space/Perspective: Space refers to the area in which art is organized. Perspective is representing a volume of space or a 3-dimensional object on a flat surface

Principals of Art

1. Pattern: Pattern refers to the repetition or reoccurrence of a design element, exact or varied, which establishes a visual beat.
2. Rhythm and movement: Rhythm or movement refers to the suggestion of motion through the use of various elements.
3. Proportion and Scale: Proportion is the size relationship of parts to a whole and to one another. Scale refers to relating size to a constant, such as a human body.
4. Balance: Balance is the impression of equilibrium in a pictorial or sculptural composition. Balance is often referred to as symmetrical, asymmetrical, or radial.
5. Unity: Unity is achieved when the components of a work of art are perceived as harmonious, giving the work a sense of completion.
6. Emphasis: Emphasis refers to the created center of interest, the place in an artwork where your eye first lands.

Day 4: Students will design each page based off of the elements and principals of design and create illustrations and drawings for each. Throughout the process the teacher will show examples of pop ups, pockets, and tabs to add to the pages to make them unique. The students will also create some kind of cover to finish their book as well as some type of closure.

Day 5: The final day will conclude with students sharing their artworks in a group critique for the class as well as photographing their pieces for a blog website.

Extended Thinking Strategies: Students will complete a compare and contrast on value vs. intensity

Summarizing Strategies: Students will have to complete a ticket out the door and participate in class think pair share.

Materials and Resources: student examples

Right brain vs. left brain powerpoint

Examples of altered books

Teacher examples

Powerpoint on the elements and principals of art

Paper, newsprint, markers, grease pencils, portfolio, student guided handouts, student blog postings, markers, colored pencils, sissors, tape, glue, string, needles, illustration board, exacto knives.

* Artistic merit: based on grade group and artistic skill
* Creativity: based on the representation of the book and use of other ideas
* Theme communication: how well the theme is expressed
* Appropriateness of the sequence of the book ideas and how the elements and principals are used

Assessment

Guided and Independent Strategies

Written summary describing their book