




Harlan County Schools Arts and Humanities Pacing Guide

Teacher _____

Grade _____

11th- Full year Rotation _____

Time Frame	Core Content and Implied Skills	Assessments	Curriculum Map Notes (Complete this section with notes of resources and instructional strategies that were used successfully in teaching this unit)
<p>Unit Two Structures in Visual Arts</p> <p>2 Weeks</p> <p><i>Structure in the arts is weighted at 45% according to test blueprint</i></p> <p>* Spiral Structures of Visual Arts concepts into all subsequent units relating to the visual arts</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ◆ What elements of art and principles of design do artists use to create works of art? ◆ How do the elements of art and the principles of design combine to make each work of art unique? ◆ What tools and media do artists use to create works of art? ◆ What role does the process of dimension play in the choice artists make about the tools and media they will use? ◆ How does subject matter help create a context within which an artist might work? ◆ How do elements of art, principles of design, tools, media and subject matter help us interpret or critique a work of art? <p>Core Content: AH-HS-1.4.1 Structures in Visual Arts Students will analyze or evaluate the use of elements of art and principles of design in a variety of artworks. DOK 3</p> <p>1. Elements of Art</p> <ul style="list-style-type: none"> ◆ Line:straight, curved, zig-zag, vertical, horizontal, diagonal-each application signifies something in the artwork. Example: horizontal lines indicate calm; vertical lines indicate strength; zig zag lines indicate energy, etc ◆ Shape: an enclosed space defined by an external edge. Ex. Geometric, Free-Form (organic), 2-D. Shapes can be created with either line or with color. 	<p>2 ORQ's</p> <p>Multiple Choice</p> <p>Project</p> <p>Critique</p> <p> C:\Documents and Settings\jlee\My Doc</p> <p> C:\Documents and Settings\jlee\My Doc</p>	<p>Resources:</p> <ul style="list-style-type: none"> ◆ Spectrum of Art- KET Arts Toolkit DVD covers media, subject matter, processes, and purpose. ◆ Lesson activities in KET Arts Toolkit lesson plan p. 259 "Portraits Painted in Different Styles" ◆ Mixed Media lesson plan KET Toolkit P. 253 ◆ Creative Impulse Textbook p. 14-19. <p> C:\Documents and Settings\jlee\My Doc</p>

- ◆ **Color Theory: Triadic colors** are high-energy colors that are found by choosing three colors that are separated by 120 degrees on the color wheel; **Complimentary**- Colors across from each other on the color wheel; **Analogous**- Colors adjacent to each other on the color wheel
- ◆ **Form:** 3-D artwork that has width, depth, height and encloses volume. **Space:** Positive (space of the subject matter of the art) Negative (area surrounding an image in a work of art); Perspective-one point linear (Perspective is the system of representing 3-D objects on a 2D surface, giving the illusion of depth in space. One point linear perspective deals with drawing from a horizon and a vanishing point in order to achieve the effect of distance. Two-Point Linear Perspective involves the use of two vanishing points; Ariel Perspective- Uses color and value changes to get the effect of distance; Atmospheric Perspective-The use of aerial perspective in nature
- ◆ **Value:** The degree or quality of lightness (tint= add white) and darkness (shade= add black) of a color. Example: Pink is a tint of red. Crimson is a shade of red.

2. Principles of Design

- ◆ **Repetition:** repetition of an element of art to achieve balance and harmony
- ◆ **Pattern:** repetition of an element of art to achieve decoration or ornamentation
- ◆ **Balance:** The visual equalization of elements in a work of art. symmetrical/asymmetrical; radial
- ◆ **Emphasis:** the part of the work that is dominant. Focal Point
- ◆ **Contrast:** Black/White; Rough/Smooth
- ◆ **Rhythm:** The use of elements to create the effect of movement
- ◆ **Proportion:** The size relationships of the different components of a work of art.
- ◆ **Movement:** Art elements combined to

http://www.sanford-artedventures.com/create/tech_2pt_perspective.html online site for teaching one and two point perspective



Example of Atmospheric Perspective

<http://www.artlex.com/ArtLex/a/aerialperspective.html> online site with definition and examples of aerial/atmospheric perspective.

<http://www.mos.org/sln/Leonardo/LeonardosPerspective.html> Interactive site where students learn how Leonardo Da Vinci used perspective in his drawings and paintings

Students will create a vocabulary notebook where all terms are defined, illustrated, and an example provided. Students will utilize Elements and Principles of Art Poster (To be scanned into map so all teachers can access)

Students will evaluate the use of line, shape, form, texture, space, value, and color. Students will analyze a work of art to determine its perspective and be able to justify their determination using art terminology correctly.

Students will analyze a work of art according to value in terms of lightness and darkness and tints and shades.

Students will analyze color theory concepts in works of art.

Students will observe and create artworks using a variety of media and processes.

create the look of action or to cause the viewer's eye to sweep over the artwork.

- ◆ **Variety** – A way of combining art elements to achieve intricate and complex relationships to increase visual interest
 - ◆ **Unity**- The visual quality of oneness or wholeness
3. Media (plural) Medium (Singular)
Materials used to create works of art
 4. Art Processes- either 2-D or 3-D
 5. Subject Matter-
 - ◆ Representational
 - Landscape
 - Portrait
 - Still life
 - ◆ Nonrepresentational
 - Abstract
 - Non-objective

Implied Skills:

Students can evaluate the use of line, shape, form, texture, space, value, and color. Students will be able to critique a work of art in terms of perspective and determine if it is aerial, atmospheric, or two-point linear perspective. Student will be able to analyze a work of art to determine its perspective and be able to justify their determination using art terminology correctly.

Students will be able to analyze a work of art for its value. They will be able to critique value in a work of art in terms of lightness and darkness and tints and shades.

Students will have an in-depth knowledge of color theory and will be able to apply that knowledge in terms of analysis and criticism.

Students will be exposed to a variety of media and processes through both observation and creation of various artworks.

Students will be able to analyze the use of elements, principles, media, subject matter,

	<p>and art-process in a work of art and will be able to explain how the particular arrangement communicates meaning.</p> <p>Students will understand and recognize the difference between representation subject matter and nonrepresentational subject matter.</p>		
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