

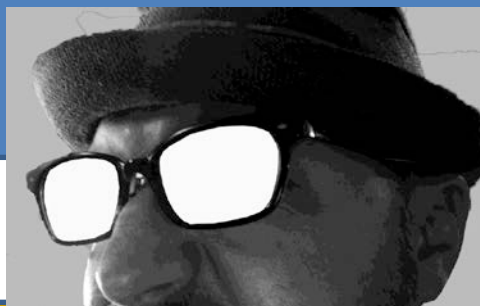
*“Don’t think about what you could have done, concentrate on what you plan to do; it is more useful.”*

- Brian Jacques

## Jacksonian Plan Format: *Art I*

### Elements of Art Portfolio Cover

### One-Shot Look...



#### **Objectives:**

**Weeks 1 & 2:** Introduce class to policies & procedures, construct Lil’ Sketchies for notes, design covers for Lil’ Sketchies, and construct tag board portfolios for lesson. Students will record notes on the Elements of Art: **Shape & Space** in their Lil’ Sketchies. Students will demonstrate understanding of Shape & Space through two activities using their tag board portfolios.

**Weeks 3 & 4:** Students will record notes on the Elements of Art: **Line & Texture** in their Lil’ Sketchies. Students will demonstrate understanding of Line & Texture through two activities using their tag board portfolios. Introduce class to the 5-Part Warm-Up process, and begin with creating a study of artwork from the featured artist. Students will use a digital camera to take a “selfie” for later use on another lesson (see Jacksonian Lesson Plan: Gridded Self-Portraits).

**Weeks 5 & 6:** Students will record notes on the Elements of Art: **Form & Value** in their Lil’ Sketchies. Students will demonstrate understanding of Form & Value through two activities using their tag board portfolios.

**Weeks 7 &/or 8:** Students will record notes on the Element of Art: **Color** in their Lil’ Sketchies. Students will demonstrate understanding of Color through an activity using their tag board portfolios.

#### **TEKS utilized:**

<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117c.html#117.302>

### **(1) Foundations: Observation and Perception.**

- (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork;
- (B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;

- (C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork;
- (D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.

### TEKS:

## **(2) Creative Expression.**

- (A) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination;
- (B) communicate a variety of applications for design solutions;
- (C) use an understanding of copyright and public domain to appropriate imagery constituting the main focal point of original artwork when working from images rather than direct observation or imagination;
- (D) create original artwork to communicate thoughts, feelings, ideas, or impressions;
- (E) collaborate to create original works of art;
- (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.

### TEKS:

## **(3) Historical and cultural relevance.**

- (A) compare and contrast historical and contemporary styles while identifying general themes and trends;
- (B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage;
- (C) collaborate on community-based art projects; and
- (D) compare and contrast career and avocational opportunities in art.

**TEKS:****(4) Critical evaluation and response.**

- (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites;
- (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;
- (C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and
- (D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

**Essential Questions:**

- (1) What are the Elements of Art and how might they be applied in personal designs and artwork?**
- (2) How are the Elements of Art related to creating, observing and interacting with works of art?**

## **Academic Vocabulary:**

Value – The lightness and/or darkness of a color or tone in a composition.

Line - A continuous mark on a surface.

Shape – The closing of a line that encloses space in two dimensions.

Color – The eye’s perception of reflected light off a surface.

Form – A three-dimensional shape that encloses space.

Texture – How the surface of an object feels or is perceived to feel by touch or sight.

Space – The area occupied, or unoccupied, within a composition.

## **Differentiation:**

### **Reduction in Quantitative Expectations:**

Students with certified IEPs, 504, or SPED unable to complete the amount of required production will be allotted a reduction in total quantity of volume of artwork produced: 75%, 66% or 50%.

### **Reduction in Qualitative Expectations:**

Students with certified IEPs, 504, or SPED unable to complete the required production at on-level standards will be allotted a reduction in the overall total quality of the artwork produced at the instructor’s discretion as long as the product fulfills the basic requirements of the objectives.

**Differentiated Media and/or Material Requisites:**

Students with certified IEPs, 504, or SPED unable to complete the required production standards will be allotted a different medium or media in which to complete the artwork, as long as the product fulfills the basic requirements of the objectives.

**Temporal Extension / Differentiated Extension:**

Students with certified IEPs, 504, or SPED unable to complete the artwork in the allotted time will receive a temporal extension based directly upon their accommodations.

**Engaged Opportune Enrichment:**

Students whose abilities or project results exceed the requirements of the project may make use of special media, materials and techniques suitable to their level of ability, skill, experience or for enrichment to be decided by the art professional.

**Link to the ARRC:**

[https://sites.google.com/a/roundrockisd.org/secondaryart\\_finearts/aligned-round-rock-curriculum](https://sites.google.com/a/roundrockisd.org/secondaryart_finearts/aligned-round-rock-curriculum)

# Jacksonian Effectual Plan Format: *Art I*

## Word and Deed...



### Warm-Up:

*Various.* Art History Warm-Ups change from year to year at the instructor's discretion.

### Timeframe:

Project will encompass 5 to 7 weeks.

### Materials:

Tagboard	pencil sharpeners	colored pencils	paint brushes
Staples	tempera paint (RBYBkW)	compasses	X-ACTO knives
Stapler	cutting mats	erasers	rulers
Meter sticks			

## Execution:

### Weeks 1 & 2:

- Lil' Sketchies (days 1 – 2)
- *Shape & Space Notes*
- **Size, Shape & Position Activity: Puzzle Portrait-** 1) grid & draw shapes, 2) shade values, 3) piece together
- *Line & Value Notes*
- Create portfolios : 1) fold & staple, 2) name & class, 3) line & divide
- Begin **Elements of Art Packets: Shape, Space, Line & Value** (days 3 -4)

### Weeks 3 & 4:

- Pass out sketchbooks
- Hot glue envelopes into sketchbooks
- Intro to 5-Part Art History Warm-Ups
- Pass around digicam
- *Form & Texture Notes*
- **Elements of Art Packets: Form & Texture** (days 5, 6, 7)

### Weeks 5 & 6:

#### **Weeks 4, 5 & 6-**

#### **Warm-Up: Chuck Close**

*Color Notes*

Painting procedures & notes

Pass around digicam (last call)

**Elements of Art Packets: Color** (days 8, 9 & 10)

**Assessment / Critique / Closure:**

Quiz: Elements of Art & Principles of Design.