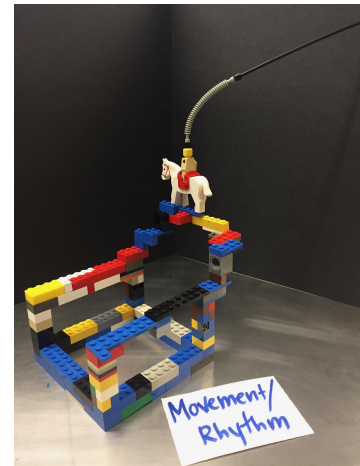
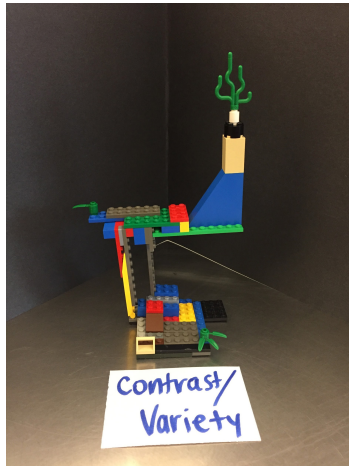


## Transforming Principles of Art



**Teacher:** Rachael Wells (This lesson plan is inspired by the work of Abbie Bowker)

**Grade Level or class:** Secondary, Mixed grades

**NCAS Standards:**

**Artistic Process:** Creating

**Anchor Standard:** Organize and develop artistic ideas and work.

**Performance Indicators:** Engage in making a work of art or design without having a preconceived plan.

**Artistic Process:** Connecting

**Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**Performance Indicators:** Make art collaboratively to reflect on and reinforce positive aspects of group identity.

**Project Summary and Rationale:**

The principles of art are part of the fundamental foundation that all young artists should have. It is important for all students to have a solid understanding of each principle of art before moving on in their Introduction to Art class. Further down the line, students will be able to apply their knowledge of the principles of art in complex methods to create meaning and communicate through their artwork.

Bringing collaboration and innovative thinking into reviewing the principles of art terms reinforces the knowledge of the whole class and enhances the importance of teamwork and effective communication. Students will also hopefully gain an understanding that art and specifically the principles of art are a tool for communication and that communication can be done with any type of material. Students will also understand what it is like to work

collaboratively toward a goal, and that the principles of art can be done not only in a 2D format, but 3D as well!

### **Enduring Understandings**

- Creativity and innovative thinking are essential skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

### **Essential Questions**

- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- How does collaboration expand the creative process?
- How do artists determine whether a particular direction in their work is effective?

### **Knowledge Objectives/Learning Targets-you should have at least 4 total**

#### **Students will:**

- Know how principles of art can be applied in a 3d format.
- Understand what it feels like to work collaboratively toward a goal.

### **Skills Objectives/Learning Targets**

#### **Students will:**

- Consider the principle of art that they have been assigned, in a 3D sculpture that is a minimum of 5 inches tall.
- Work together toward their goal.
- Share their process and communicate their goal to the class.

**Materials:** Legos, principles of design cards, black construction paper

**Resources:** Abbie Bowker's Intro to Art Slidedeck instructions projected on the board.

**Vocabulary:** Form, balance, contrast, emphasis, movement, pattern, rhythm, unity, variety.

#### **Motivation:**

- Splitting up into groups and gathering legos for their lego creations.

### **Lesson Sequence:**

#### **Introduction of the lesson:**

- Greet students and go over agenda for the day
- Explain that we'll be covering the Form unit starting today. We are now working with 3d art and we'll be splitting up into teams of two to create a 5 inch high sculpture that communicates the principle of art that you are given.
- Pair table partners into groups of two and hand out principle art cards, one for each group.

### **Implementation of the lesson-**

- Students work together to create their sculpture.

**Closure of the Lesson**

- Everyone shares their designs and talks about why their design communicates their assigned principle of art.
- After each group shares, teachers give them a black piece of paper as a backdrop to photograph their work for their portfolio.

**Differentiated Strategies:**

- Modify tools and materials for use by students with disabilities.
- Adjust timelines to provide additional time for students with disabilities to complete work.
- Provide various means through which students with disabilities can communicate their ideas or questions.
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics.
- Provide varying means through which students can express what they have learned.
- Encourage students to explore various subtopics of a larger topic or issue.
- Identify student readiness and learning differences and modify instruction to meet varying needs of students.
- Have students work in groups with defined jobs, allowing for writing and verbal abilities to share thoughts/opinions.

**Assessment:**

**Formative:** Student check-ins while they work.

**Summative:** A group sharing period at the end of class.