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Varied Approaches to Shape

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<table>
<tr><th colspan="3">Stage 1 – Desired Results</th></tr>
<tr><td rowspan="6">TEKS

Knowledge and skills.
(1) Foundations:
(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; and
(D) make judgments about the expressive properties such as content, meaning, message, and metaphor of artwork using art vocabulary accurately.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">1. Students will independently use their learning about the element of art, shape, to create a culminating mixed media project.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>Understandings

1. Art can be both realistic and abstract.

2. When artists work within constraints, those limits open up possibilities.

3. Art can create visible changes in an urban/rural environment.

3. Art is reflective of culture.</td><td>Essential Questions

1. What is art?

2. How can you create art only using shapes?

3. What is the role of illusion in art?

4. Are video games a form of art?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Knowledge

1. Students will know the definition and steps of making a tessellation.
2. Students will know the definition of shape and be able to create art by using the element of art shape.
3. Students will know the brief history of how tessellations originated and evolved.
4. Students will analyze the interconnectedness of art forms.
5. Students will comprehend the rich history of tessellations, from multi-cultural architecture and science/mathematics as well as</td><td>Skills

1.Students will be able to create a basic index card tessellation.
2. Students will demonstrate a proficiency in colored pencils techniques, drawing pens, and graphite.
2. Students will be able to make an abstract drawing using just string and shapes.
3. Students will be able to give accurate warm</td></tr>
</table>

	contemporary art practices.	*and cool feedback that is relevant to the art they are critiquing.*

Stage 2 – Evidence		
CODE (A,M or T)	**Evaluative Criteria** (for rubric)	
A, T A, T T,M T,M A, T T M M	Drawing project String drawing Campus art proposal Cumulative project	Performance Task(s) 1. *Students will be able to make a drawing that is comprised of one repeating tessellation shape.* 2. *Students will be able to create an abstract drawing using string.* 3. *Students will be able to create a proposal for an art installation on campus on the fence line.* 4. *Students will be able to create a culminating individual project that shows a dynamic and creative understanding of shape.* Other Evidence (e.g., formative) 1. Human Tetris to introduce vocabulary (rotation, reflection, symmetrical, asymmetrical). 2. Observing symmetry- watch the short clips of human Tetris TV show and draw one asymmetrical and one symmetrical position the person is in. This counts as a quiz grade. 3. Exit tickets. 4. Self- evaluations for all projects made in the unit.

Stage 3 – Learning Plan		
CODE (A, M, T)	Pre-Assessment *How will you check students' prior knowledge, skill levels, and potential misconceptions?*	
A	**Learning Activities** **Day 1: Pre-Assessment** 1. Hand students six blank sheets of paper. Teach students how to fold and stack each piece to create a miniature sketchbook, just for this unit. Staple book, then title the front page "Shape Studies", name, class period, and date	Progress Monitoring (e.g., formative data)

	started. 2. On page one of sketchbook, have students listen to music and try to draw every shape they have ever seen. Allow students to use pencils and colored pencils, then after ten minutes students will discuss the shaped they drew in small groups. 3. On the next page write the formal definition for shape in their sketchbook. "**S**hape is a closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are at and can express length and width" (Definition from the Getty Elements of Art Handout). Have students staple this handout into their sketchbook. 4. Sketchbook assignment- make a drawing out of squares, this should take roughly ten minutes. 5. At the end of class show images of contemporary artists that just use squares to make compositions. Let students come up and share their sketches. Discuss connections to Mine Craft and video game culture/pixelated art. 6. Show a clip of a student playing the old arcade game Tetris. Use the "thumb-o-meter" to see how many students are familiar with this game. Explain context if necessary. 7. Homework: Ask students to think about if the video game Tetris is art?	**Day 1**: Make sure that all students have created a sketchbook, and have students make extra's for anyone who may be absent.
A	**Day 2** 1. Start class with the discussion from the essential question yesterday, is the game Tetris a form of art? 2. Have students go to one side of the classroom if they answer yes, one side of the classroom if they answered no. 3. Discuss as a group the pros and cons of each answer. 4. To evaluate the intrinsic artistic value of Tetris have students go to the library/computer lab and play the pre-loaded Tetris game. 5. Students will write a three-sentence exit ticket stating if video games, like Tetris, are an art form.	**Day 2:** Exit slip from the computer lab/library stating if video games like Tetris are a form of art.
T, M	**Day 3** 1. Students will make individual study pages in their sketchbook for the vocabulary in the unit. 2. Using the doc cam/smart board draw a Tetris piece making a rotation. Use arrows to show the direction it is moving. Call on 4-5 students to come up to the front of the room and act out rotating. Have students copy this example in their sketchbook.	**Day 3**- Progress monitoring- Check sketchbooks to make sure

	3. Using the doc cam/smart board draw a Tetris piece making a reflection. Use arrows to show the direction it is moving. Call up 5 pairs of students to make reflective movements and mirror each other to demonstrate the concept. Have students copy this example in their sketchbook. 4. Using the doc cam/smart board draw a Tetris piece making a translation. Use arrows to show the direction it is moving and have students come up to the front to act out how a translation moves. Have students copy this example in their sketchbook. 5. Write the words symmetrical and symmetrical on the board. Have students come up to the board and draw shapes they think fit into each category. 6. Go over as a group why which shapes are classified as symmetrical or asymmetrical. Then have students illustrate an example of each in their sketchbook. 7. Students should now have 6 illustrated vocabulary words in their sketchbook. 8. Show the human Tetris video and tell students we are going to use cardboard to create our own human Tetris scenes. 9. Pick/assign students groups. Have students come up with team names.	students have all the required notes/vocabulary.
T	**Day 4** 1. Allow students to work with their small groups to create their human Tetris wall and practice going through it. Students must write their team name on the cut out pieces. **How to play human Tetris:** • Each group receives a half sheet of cardboard. Have one member of the group lie on the cardboard on the ground, from the torso up and make an interesting position. • Trace the outline of the upper body and then the student stands up. • Cut out the upper body shape to include arms, neck, head, shoulders and torso with scissor or exacto blade. • Write the team name on the large piece of cardboard, and place the cut out of the person in the pile to paint later. • Have students practice in the various roles and practice contorting their bodies to fit through their human Tetris wall. • **Roles in Human Tetris (**based on 6 person groups)	**Day 4-** Circulate to make sure students are recording scores for their groups on the team scorecards. Help groups who may need guidance. Take photo s.

	• **The scorecard keeper-** writes down if students are doing their role well/times. • **The contestant-**Person who walks through the wall. • **2 wall holders-**Students who are holding each side of the wall. • **2 judges -** One student stands in front and one student stands behind the wall to see if the student makes it through the cut out in the wall smoothly, by doing a limbo style walk.	
A, T	**Day 5** 1. Take students and their human Tetris walls to the courtyard. To win a point, each team member must walk through his or her human Tetris cut out. Students tally points and as a group pick a winner. Winners get their picture on the art room wall of fame. (See attached Human Tetris Score Card).	**Day 5-** Circulate to make sure students are recording scores for their groups on the team scorecards. Help groups who may need guidance. Take photos.
A	**Day 6** 1. Review shapes and vocabulary; debrief the Human Tetris activity as a whole group. 2. Shapes are a vital part of all art; another art form that uses shape is the tessellation. Introduce the tessellation project. 3. Show students examples of MC Escher's prints. 4. Pass out handout from ISA math department resources, teacher Cathy Davidson (attached). 5. Have students sketch the print of geese turning into fish in their sketchbook.	**Day 6**- MC Escher sketch in sketchbook.
A, T	**Day 7** 1. Use the doc cam show students how to cut an index card into a tessellation using the cut and tape method. Anything you cut off has to be taped onto another side. 2. Break students into their same small groups from human Tetris. Have the students as small groups design the best tessellation they can think of and present it to the class. 3. Have all the groups present. Groups will talk about the patterns and possible arrangements of their tessellation. 4. Introduce warm and cool feedback. Have the students give each group one warm and one cool piece of feedback. 5. As an exit slip have each student rate him or herself 0-5 on how well they feel they understand making a basic tessellation.	**Day 7**- Self-evaluation exit slip.

A, T	**Day 8** 1. Studio workday. Give students two-three class periods to make a tessellation out of an index card and make a final drawing on drawing paper. Students can use dry media (pencil, colored pencil, graphite, pen).	**Day 8-9** Circulate to help students when they get stuck, take notes on students who may need extra help/resources.
T	**Day 9** 1. Studio workday. Give students a class period to make a tessellation out of an index card and make a final drawing on drawing paper. Students can use dry media (pencil, colored pencil, graphite, pen).	
M	**Day 10** 1. Place all the tessellations on the tables and gallery walk around the room. Cover the tables tops in white butcher paper and hand students pencils. Each student must write at least ten warm or cool comments. 2. Allow twenty-five minutes for the gallery walk/commenting activity. 3. Let students read feedback. 4. Exit slip: Each student must write two sentences about what they did well and what they could improve on.	**Day 10** Exit slip-self evaluation
A,T	**Day 11** 1. String shapes mini project. On each group table is a wooden plank with nails that have been glued in place. 2. As a group students have to use string and knots to create a string drawing that shows dynamic uses of shapes. 3. Allow 1 class period for the small groups to work together to make a collaborative art piece. 4. Once the piece is done go around with a digital camera to photograph the group piece. 5. Have the group work together to create a title and a statement about the intent and purpose of the work of art.	**Day 11** Walk around with camera to document the progress of the small groups, regroup students if necessary due to behavior.
M, T	**Day 12** 1. Show all the photographs of each group on a slide show. 2. Have students discuss each group artwork using warm and cool feedback. 3. Show examples of artists who use string and 3D shapes on chain link fences.	

	4. Example:  5. Introduce proposal format. Artists use a proposal as a way to ask permission and communicate ideas for art installations. 6. Have each small group work together to write and sketch a proposal to the principal about an installation to do on the fence line that faces the highway. The installation must be about shape and include shapes being rotated, translated and reflected using only string and knots. Have students make a drawing of the way it would look from the highway. 7. Submit all proposals to the administration and the team that is selected may use time before/after school and class time to make their installation on campus.	
T	**Day 13** 1. Small group workday on fence line proposals. 2. Brief six question visual quiz over vocabulary for the unit. (Quiz is attached in materials).	**Day 13** Help any groups who are stuck.
A,T	**Day 14** 1. Introduce the unit-culminating project about shape. 2. Pass out and explain the rubric and the time line for the culminating project. (See attached Rubric and project guide line page). 3. Go over any questions and then have students start creating as soon as they turn in their rough sketch and it is approved.	**Day 14** Check all students rough sketches.
T	**Day 15-18** 1. Studio work days	**Day 15-18** Student conferences, meetings to see if students need additional resources.
M	**Day 19** 1. Informal critique. Have students sit in a circle and present their work. Have other student's popcorn out warm and then cool feedback. 2. Use the rest of class to fix any last minute details.	

T,M	3. Project is due. **Day 20** 1. Celebration of shapes. Bring in some cookies and have work displayed around the room allow 15 minutes for students to eat, walk, look and talk about their art. 2. Show before and after photos of the fence line. Have a discussion about can art change space and the feel of space. Does the installation add anything or detract from the school? What other areas would benefit from an artistic intervention? Invite school official's/administrators weeks prior so they can weigh in on the discussion. 3. Self-Evaluation of performance on project. Have students grade themselves and write a paragraph about the why the assigned that grade to themselves. 4. Turn in self-evaluation and then place their art in their portfolio.	**Day 20** Students fill out self-evaluations and turn in all the projects for the unit in their portfolio.
	Attached Materials Below: 1. Unit rubric. 2. Getty Elements of Art PDF: https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf 3. Videos of Human Tetris: https://www.youtube.com/watch?v=zL4HSk4MUUw 4. Human Tetris activity scorecard. 5. Culminating project guidelines page. 6. Self-evaluation for student artwork in unit (same as the unit rubric, except students grade themselves on each project they turned in). 7. Visual quiz over vocabulary.	

Shape Unit Rubric

Project	Excellent: 25 points	Good: 20 points	Needs Improvement:15 points	Not Observable: 0 points
1. Tessellation drawing project Due:_____	Exceptional detail and craftsmanship, uses complex shapes and creative ideas.	Average detail and well crafted. Has some variation in shapes and complexity.	Is lacking in quality and is not complete. Has few shapes and the overall quality needs improvement.	Not finished and little effort shown, need to re-do assignment.
2. String art project. Due:_____	Exceptional detail and craftsmanship, uses complex shapes and creative ideas.	Average detail and well crafted. Has some variation in shapes and complexity.	Is lacking in quality and is not complete. Has few shapes and the overall quality needs improvement.	Not finished and little effort shown, need to re-do assignment.
3. Proposal for a campus installation. Due:_____	Exceptional detail and grammer, clear and well written. Has a high quality sketch.	Average detail and well written Has good grammer and spelling. Sketch is complete.	Is lacking in quality and is not complete. Has many errors and the overall quality needs improvement.	Not finished and little effort shown, need to re-do assignment.
4. Individual culminating shape project. Due:_____	Exceptional detail and craftsmanship, uses complex shapes and creative ideas.	Average detail and well crafted. Has some variation in shapes and complexity.	Is lacking in quality and is not complete. Has few shapes and the overall quality needs improvement.	Not finished and little effort shown, need to re-do assignment.

Name

Final Grade

Elements of Art

The elements of art are the building blocks used by artists to create a work of art.

Line is a mark with greater length than width. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.

Shape is a closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are flat and can express length and width.

Forms are three-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms.

Space is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art, when we create the feeling or illusion of depth, we call it space.

Color is light reflected off of objects. Color has three main characteristics: *hue* (the name of the color, such as red, green, blue, etc.), *value* (how light or dark it is), and *intensity* (how bright or dull it is).

- White is pure light; black is the absence of light.
- Primary colors are the only true colors (red, blue, and yellow). All other colors are mixes of primary colors.
- Secondary colors are two primary colors mixed together (green, orange, violet).
- Intermediate colors, sometimes called tertiary colors, are made by mixing a primary and secondary color together. Some examples of intermediate colors are yellow green, blue green, and blue violet.
- Complementary colors are located directly across from each other on the *color wheel* (an arrangement of colors along a circular diagram to show how they are related to one another). Complementary pairs contrast because they share no common colors. For example, red and green are complements, because green is made of blue and yellow. When complementary colors are mixed together, they neutralize each other to make brown.

Texture is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures do not always feel the way they look; for example, a drawing of a porcupine may look prickly, but if you touch the drawing, the paper is still smooth.

Team name:	Did everyone complete a full rotation of roles? (Yes or No)
Students in team 1._____ 2._____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____	Yes No Yes No Yes No Yes No Yes No Yes No Yes No
Questions	
1. Did your cut out human Tetris work?	Yes No
2. Did you label positive/negative space?	Yes No
3. Did everyone work well as a team? If no, specify below:	

Culminating Project Guidelines

Project description: Over the course of this unit we have learned about computer generated art, mixed media such as sting and thread, traditional drawing, colored pencil techniques, and pen and ink. For your final project create a piece of art that is about shape. Pick one of the following:

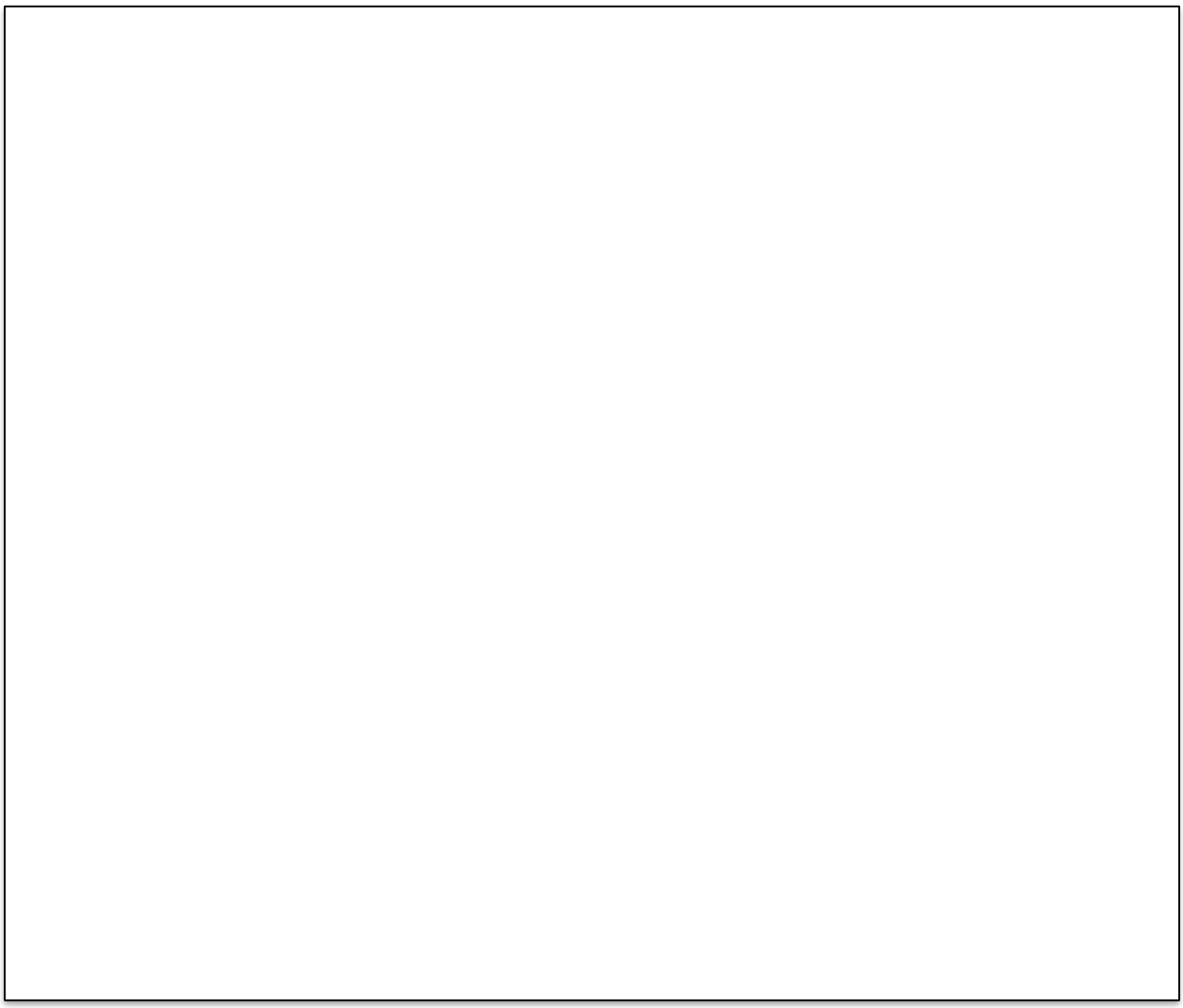
1. A kaleidoscope style abstract drawing:

2. A Chuck Close style portrait made from shapes:

3. An 8 bit video game style portrait or scene:

4. An MC Escher style drawing or tessellation:

Rough sketch: In the box below sketch out an idea for your culminating project, use color and add as much detail as possible. Show Mrs. Valdez your sketch before starting your final project.



Name:

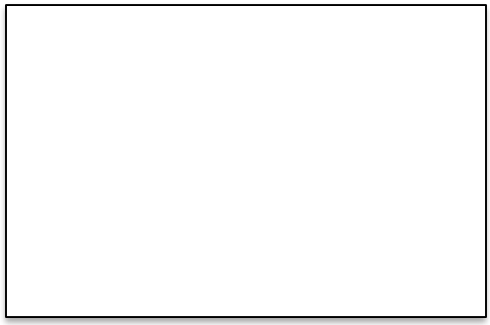
Date:

Class Period:

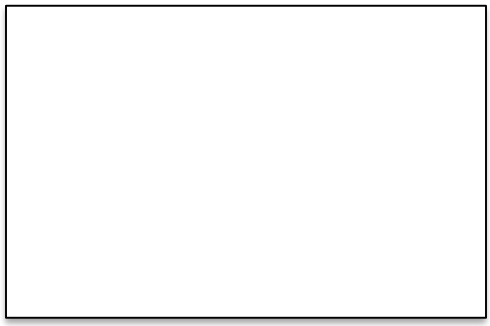
Visual Quiz

Directions: Draw the answer to the question in the box.

1. Draw a shape being reflected in the box below:



2. Draw a shape rotating in the box below:



3. Draw a symmetrical shape in the box below:

4. Draw an asymmetrical shape in the box below:

5. Draw a shape being translated in the box: