



AERO: VISUAL ARTS

Subject/Course:	Visual Arts
Grade Level:	Grade 8
Topic/concept:	Art and music/Lyric and geometric abstract art
Estimated Time Required:	8 weeks

Desired Results:

1. Standard(s) and Benchmark(s)

1.1 Use the creative process to plan, organize and problem solve.

- To understand the value of- and apply the design cycle process through classroom activities and research workbook experiments.
- To experiment with- and apply a variety of visual arts elements culminating in a final piece.
- To create well structured and informative research workbook pages.

1.2 Purposefully apply the elements of art and principles of design to express an intended idea.

- To experiment with- and apply a variety of visual arts elements culminating in a final piece.

2.1 Understand how history and culture have influenced art

- To have a thorough knowledge and understanding of the art historical and theoretical background of Lyric and geometric abstract art.

3.3 Judge and evaluate art works using the language of art

- To reflect on the different steps of the design cycle and the final work

2. Overall, students will be able to:

- Research and analyze lyric and geometric abstract art and write an in-depth essay on this subject.
- Apply the elements of the visual arts in order to create a lyric and geometric artwork, based on a musical impulse.

3. Enduring Understandings

- Students will understand that aesthetic appreciation and artistic expression is influenced by historical, technological and social events.
- Students will understand that non-figurative art is meaningful on a variety of levels and is artistically highly valuable.
- Students will understand that creating non-figurative art is a complex process and can be used as a means of personal artistic expression.
- Research and understand that the history of technological and social changes impacts the view and expression of an individual artist.

3. Essential or unit questions

- When, by whom and why (at a certain point in time) was the first abstract painting created?
- How do we translate an auditive stimulus (rhythm, tone,...) into a two dimensional artwork?

4. Specific knowledge or skills

In this culminating end of term art project, students will:

- recognize the different visual elements in a work that determine the difference between a lyric and a geometric abstract art work.
- Learn about the art historical meaning, value and content of abstract art.
- Learn about the lives and evolution of the application of the elements of art in the works of Piet Mondrian and Jackson Pollock.
- Create a series of informative and experimental workbook pages that include the elements of the visual arts and that will lead to a better understanding of abstract art.
- Apply of the elements of art and create two abstract paintings, one lyric abstract and one geometric abstract, based on the rhythm and tone of the music of their choice.

Evidence of Learning:

Students will create two abstract paintings that express the rhythm and tone of a music piece of their choice. The artwork will be composed by the elements of the visual arts; line, shape, color, value, form, texture and space.

The students will take following steps in order to reach above set goal;

1. The students will sketch a series of composition studies, minimum 3, in their research workbook. They will discuss how they will visually translate the characteristics of their music; rhythm, intensity, tone,... Is their music soft, hard, refined, simple, joyful, sad,... they will write this down and, discuss with their peers and think about what colors and painting techniques will match best with their music.
2. They will apply a series of media tests on brush stroke techniques, mixing, layering, structure, etc.
3. The students will select their best composition studies and transfer these to heavy, high quality paper and work them out with acrylic paint.

2. Summative Assessment				
Criteria	1 – Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
Written analysis and comparison.	The student has acquired limited theoretical knowledge and little understanding of the topic 'Abstract art'.	The student shows a broad understanding of the topic 'Abstract art'. The student uses some subject-specific terminology to show critical	The student shows a broad understanding of the topic 'abstract art' and applies theoretical knowledge and subject-specific terminology to	The student shows a thorough understanding of the topic 'abstract art'. The student confidently applies theoretical

		awareness towards the abstract paintings of his/her choice	identify some of the complexities of the materials studied. Formal elements of the abstracts paintings have been thoroughly analyzed.	knowledge and subject-specific terminology to identify clearly the complexities of the materials studied. He/she has analyzed the abstract painting of his/her choice in depth and detail.
Final lyric and geometric abstract painting	The student demonstrates success with basic skills and strategies. Painting skills such as the use of gradation, texture, layering and mixing of color is basic. Image shows little creativity in terms of composition and uniqueness. The work reaches a point of realization and shows proficiency in specific painting techniques. The work lacks clear contrast in dark and light effects and lacks a feel of rhythm.	The student applies skills and strategies needed to produce creative work in terms of form and color. Painting skills such as gradation and the use of color are considered. The work reaches a point of realization and shows reasonable proficiency in painting techniques. The final work shows contrast in dark and light effects and some feel for rhythm.	The student shows competence in applying skills and strategies needed for the realization of this work, which shows creativity and proficiency in techniques. The painting techniques show gradation and colors are refined and show well demonstrated artistic qualities. The work shows proficiency in painting techniques and in the use of texture and color. The final work clearly shows a good understanding of composition, rhythm and shows contrast in dark and light effects.	The student is highly competent in choosing and applying skills and strategies for the realization of work. The student's processes and resolved artwork reflect a high level of proficiency and creativity. The painting techniques as gradation and texture are excellent as well as the choice of color and application of the painting techniques. The final work shows an excellent understanding of composition and rhythm and the contrast in dark and light effects are clear.

Instructional Plan

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

MATERIALS

- Two heavy high quality sheets of paper of 60x30cm. per student
- A variety of paintbrushes per student
- Acrylic paint
- Cups for water
- Palettes
- Pencils and rulers (geometric)

ACTIVITIES (8 weeks)

Week 1 (*formative assessment: discussion participation, sketchbook check, circulation, oral feedback*)

1. Introduction to the work of Wasilly Kandinsky and the art historical background of abstract art. A closer look at the evolution of the work of Piet Mondrian and Jackson Pollock.
2. Handout of essay assignment; analysis and comparison of lyric and geometric abstract art, two weeks to complete.

Week 2 (*formative assessment: presentations, sketchbook check, circulation, oral feedback*)

1. Introduction to the elements of art in the research workbook plus written reflections on every exercise.
2. Each student chooses a music style. The class brainstorms on how to translate a variety of music styles into a visual work of art.
3. Written reflection
4. Short student presentations on their researched issue. Visual brainstorm. Research three other artists who have visually represented the same social issue. Personal written reflection for each researched artist.
5. Demonstrate photo transfer and texture. Studio time.

Week 3 (*formative assessment: circulation, oral feedback*)

2. Continuation of introduction to the elements of art and written reflections on every exercise.
3. Each student chooses a music style. The class brainstorms on how to translate a variety of music styles into a visual work of art.

Week 4-7 (*formative assessment: circulation, oral feedback, group critique*)

1. Studio time.
2. Half way and at the end of every lesson group critique.

Week 8 (*formative assessment: exhibit participation, sketchbook check, circulation, oral feedback; summative assessment: critique, rubric*)

1. Written reflection and evaluation of the project from design cycle to final piece.