

Design Basics: Design Principles

Unit #: APSDO-00067512
Team: Suzanne DelGallo (Author), Kathryn-Ann O'Brien, Jan Cohen

Grade(s): 2
Subject(s): Visual Arts
Course(s): GR. 2 - ART

Unit Focus

In this unit, second grade students will learn how to use space effectively to develop a balanced composition of elements in their artwork. Students will apply their learning by using these techniques in a variety of pieces. Primary instructional tools and materials include a variety of art media.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • Connecticut Goals and Standards <ul style="list-style-type: none"> ◦ Visual Arts: PK-12 <ul style="list-style-type: none"> ▪ CREATING <ul style="list-style-type: none"> ▪ Generate and conceptualize artistic ideas and work. (ART.CREA.01 PK-12) ▪ Organize and develop artistic ideas and work. (ART.CREA.02 PK-12) ▪ Refine and complete artistic work. (ART.CREA.03 PK-12) 	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p> <p>T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.</p> <p>T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U101) Artists effectively communicate by using the elements and principles of design.</p> <p>U1 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p>
	Acquisition	
	Knowledge	Skill(s)
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 How to achieve balance in their compositions</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Creating a work that demonstrates a balanced use of space (symmetrical or asymmetrical)</p>	