



## 2017 CAEA Workshop Presenter/Instructor Conference Lesson Plan

Email completed form to Linda Stevenson

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**Workshop Title:** Simply, Essentially by Design

**Name of Presenter:** Mark Ritter

**Workshop Grade Level and Audience Type (check one or more in each column)**

<input checked="" type="checkbox"/>	<b>Grade Level</b>	<input checked="" type="checkbox"/>	<b>Audience Type</b>
	TK-5	<input checked="" type="checkbox"/>	Single Subject Visual Arts Teachers
<input checked="" type="checkbox"/>	6-8	<input checked="" type="checkbox"/>	Art, Media, Entertainment Teachers (CTE)
<input checked="" type="checkbox"/>	9-12		Multiple Subject Classroom Teachers
	Students with Special Needs		University
	Other:		Administrators
			Museum
			Pre-Service
			Other:

### Workshop Academic Standards Connections

Check and list the specific standard(s) for each type of standards directly addressed in your workshop.

✓	Type of Standards	Specific Standards
✓	CA Visual Arts Content Standards	<ul style="list-style-type: none"> <li>• 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.</li> <li>• 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.</li> <li>• 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.</li> <li>• 2.5 Create an expressive composition, focusing on dominance and subordination.</li> <li>• 3.1 Identify similarities and differences in the purposes of art created in selected cultures.</li> <li>• 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.</li> <li>• 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.</li> </ul>
	New National Visual Arts Standards	
	CA Content Literacy for Technical Subjects - Writing	
	CA Content Literacy for Technical Subjects - Reading	
	CA English Language Development Standards	
	21st Century Skills	

**Workshop Lesson Learning Objectives/Goals/Essential Understandings:**

- Help student artists to:
  - o Define shapes by value rather than outline



- o Design the entire picture space?
- o Use art terms to discuss and write about art using detailed descriptive language
- o Control complex images and maintain a focal point through value balance.

Help Art Instructors to:

- Does your head spin thinking of ways to scaffold lessons to build a spiral curriculum? Check out an introductory design unit that focuses on the simple and effective use of shape, value, contrast and balance to provide answers to these questions. Discover a method of scaffolding lessons to produce a vertically aligned curriculum

**Vocabulary:** (Words used...related to lesson and concepts taught)

**Foundational Concepts & Terms-**

Shape  
Value  
Contrast  
Balance  
Visual Weight  
Symmetry/Asymmetry  
Hierarchy of Values/ Value Balance  
Emphasis

**Additional Terms-**

Pattern  
Texture  
Hierarchical Perspective  
Frontal Perspective

**Materials:** (Needed for lesson--paper, paint, etc.)

Paper: sketch and quality drawing paper  
Pencils: 2b or softer  
Pens: Black gel or liquid ink pens  
Rulers: 18"preferable

**Motivation:** (Suggestions for involving students, previous learning, videos, examples, etc.)

**For students:**

- Drawing Exercises for this unit help students connect common art making experiences like coloring books and doodling to formal art making practices and habits.
- See Extensions category below for video suggestions
- No realistic drawing skills necessary - puts students at ease, yet leads to skills for realism.



### **For Teachers:**

- Simple inexpensive materials
- Foundation establishes fundamental skills for image making and critique
- Flexible methods and materials can be applied to any visual arts curriculum.

**Procedure:** (Step-by-step instructions or outline of workshop)

**Overview:** This workshop combining lecture, discussion and hands on activities provides simple methods to help students define shapes by value, control complex designs through value balance, and develop a basic artistic vocabulary as a foundation for artistic analysis. Teachers will discover how the demonstrated principles and practices can be applied in any two dimensional media and function in traditional or choice based programs.

Introduction: Creating a solid foundation for a high school art program focused on a few simple design principles.

### **Part 1: Why begin with Shape Value Contrast and Balance:**

- Build Student perceptions, skills and habits
- Sequencing Experiences to avoid confusion and build understanding
- The value of Abstraction
- A foundation for artistic analysis and critique

### **Part 2: Contrast and Balance Slide Show Presentation and Discussion**

- Key terms and concepts
- Connecting to other arts disciplines
- The Beauty of Value Balance

### **Part 3: Pencil and pen to paper -practicing what you preach (hands on portion)**

- Working with shape repetition and variation
- Clarity through value balance - Focal point

### **Part 4: Scaffolding Slide Show:**

- Gallery of students art projects in sequence to show how concepts form this first repeat and spiral to create a vertical curriculum.
- Questions, Discussion & Suggestions

### **Assessment and/or Evaluation of Learning:**

(Examples of rubrics, pre-tests/post-tests/critiques format, evaluation forms and/or sample questions teachers may ask their students when evaluating student work, prompts for student writing about their artwork and learning, etc.)

Examples of Rubrics, pre-quiz/post-quiz/critique format/ and evaluation forms provided as links in Google Slide show presentation.



**Extensions:** (Follow-up lessons, connections to the performing arts, and other core subjects)

Students discuss the concept of composition as it applies to visual art and then explore how the practice of organizing images, thoughts, sounds and movement apply to other artistic disciplines including written language, music theater and dance.

Brain Games Videos from Season one /Episode one provide connections to scientific study about the habits and idiosyncrasies of human perception.

**Adaptions or Modifications for Students with Special Needs:**

The Abstract design Project can be adapted and applied to any visual arts media and levels of image complexity can be adjusted to to meet the needs of students who may have difficulty with fine motor skills or perceptual challenges.

*You may also send photos, diagrams, etc., to be posted with your lesson plans. Please make sure to name the image or file with your name, 2017CAEAWorkshop.  
Thank you!*