

## Elementary Visual Arts Instructional Guide

## Module 2: Artists Make Choices Based On Values, Opinions And Personal Insight

**Enduring Understanding**

Artists make choices based on their values, opinions and personal insights.

**Essential Questions:**

How do artists make choices about their work?

Why is personal choice an important tool in artmaking?

What can personal choice tell us about our self-identity?

Domain	Process	Key Standards
<b>PERCEPTION</b>	Analyzing	1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art. 1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and the environment.
<b>CREATION</b>	Communicating	2.2 Create gesture and contour observational drawings. 2.4 Create an abstract composition based on real objects. <b>2.7 Communicate values, opinions, or personal insights through an original work of art.</b>
<b>CONTEXT</b>	Judging	4.1 Compare ideas expressed in their own works of art with ideas expressed in the works of others. <b>4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.</b>

<b>Essential Standard</b>	<b>2.7. Communicate values, opinions, or personal insights through an original work of art.</b>
<b>Supporting</b>	<b>4.4. Assess their own works of art, using specific criteria, and</b>

**Standard****describe what changes they would make for improvement.***Essential standards* and **supporting standards** to be assessed.**Sample Performance Task**

1. Choose an artwork you created. Explain what you communicated in your artwork. What criteria did you use? How did you meet your criteria?

**Sample Scoring Tool:** 5th grade module 2 rubric

4 Student is able to thoughtfully express what they communicated in their artwork.  
Student shares well-developed criteria.  
Student displays an insightful reflection on the success of their criteria.

3 Student is able to express what they communicated in their artwork.  
Student shares developed criteria.  
Student displays a reflection on the success of their criteria.

2 Student attempts to express what they communicated in their artwork.  
Student attempts to develop some criteria and may share or not.  
Student displays a developing reflection on the success of their criteria.

1 Student is not able to express what they communicated in their artwork.  
Student does not develop any criteria.  
Student does not display any reflection on any criteria.

**Developing Concepts****Art Expression: Personal Insights, Opinions and Values in Art****Key Idea**

- Artists communicate personal insights, opinions, values through their artwork

**Knowledge****Vocabulary**

- Personal insight
- Values
- Opinions
- Cultural artifacts (e.g. CD,

**Skills****Oral/Written/Creative Expression**

- Create cultural artifacts (such as CD covers, hoodies, shoes) that reflect insights, values and opinions

<p>hoodie, etc)</p>	<ul style="list-style-type: none"> <li>• Describe process of artmaking</li> <li>• Explain the insight, value, or opinion reflected in the artwork</li> </ul> <p><b>Use of Media and Tools</b></p> <ul style="list-style-type: none"> <li>• Utilize media and tools (e.g. pencil, marker, fabric, stencil, paper, design programs) to communicate ideas, insights, opinions</li> </ul>
<p><b>Art Discussion: Artwork can be assessed</b></p> <p><b>Key Idea</b></p> <ul style="list-style-type: none"> <li>• Original artwork can be assessed through use of criteria</li> </ul>	
<p style="text-align: center;"><b>Knowledge</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Criteria</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p><b>Oral/Written/Creative Expression</b></p> <ul style="list-style-type: none"> <li>• Assess student's own original artwork using specific criteria</li> <li>• Describe how student's own original artwork could be improved</li> </ul> <p><b>Use of Media and Tools</b></p>
<p><b>Art Expression: Abstraction based on real objects</b></p> <p><b>Key Idea</b></p> <ul style="list-style-type: none"> <li>• Artists transform reality to create abstraction</li> </ul>	
<p style="text-align: center;"><b>Knowledge</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Realism</li> <li>• Abstract</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p><b>Oral/Written/Creative Expression</b></p> <ul style="list-style-type: none"> <li>• Create an abstract composition based on real objects</li> <li>• Explain your process for</li> </ul>

<ul style="list-style-type: none"> <li>• Composition</li> </ul>	<p>transforming reality into abstraction</p> <p><b>Use of Media and Tools</b></p> <ul style="list-style-type: none"> <li>• Use appropriate media (e.g. pencil, markers, oil pastels, paint) to create an abstract composition</li> </ul>
<p><b>Art Expression: Unity and Harmony</b></p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>• Art can reflect unity and harmony</li> </ul>	
<p style="text-align: center;"><b>Knowledge</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Unity</li> <li>• Harmony</li> <li>• Assemblage</li> <li>• Mixed media</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p><b>Oral/Written/Creative Expression</b></p> <ul style="list-style-type: none"> <li>• Create either an assemblage or a 2D mixed-media artwork that reflects unity and harmony</li> <li>• Explain how your artwork shows unity and harmony</li> </ul> <p><b>Use of media and tools</b></p> <ul style="list-style-type: none"> <li>• Use appropriate media and tools (e.g. clay, paint, collage, found objects) to create either an assemblage or a 2D mixed-media artwork that reflects unity and harmony</li> </ul>
<p><b>Art Expression: Themes in Art</b></p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>• Art can communicate a theme</li> </ul>	

<p style="text-align: center;"><b>Knowledge</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Assemblage</li> <li>• Mixed media</li> <li>• Theme</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p><b>Oral/Written/Creative Expression</b></p> <ul style="list-style-type: none"> <li>• Create either an assemblage or a 2D mixed-media artwork that reflects a theme</li> <li>• Explain the theme of your artwork and how it is reflected in the work</li> </ul> <p><b>Use of media and tools</b></p> <ul style="list-style-type: none"> <li>• Use appropriate media and tools (e.g. clay, paint, collage, found objects) to create either an assemblage or a 2D mixed-media artwork that reflects a theme</li> </ul>
<p><b>Art Expression: Using perspective</b></p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>• Artists create the illusion of space through the use of perspective</li> </ul>	
<p style="text-align: center;"><b>Knowledge</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• linear perspective</li> <li>• illusion of space</li> <li>• vanishing point</li> <li>• horizon line</li> <li>• parallel</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p><b>Oral/Written/Creative Expression</b></p> <ul style="list-style-type: none"> <li>• Create an illusion of space using the rules of linear perspective to depict a real or imaginary scene</li> <li>• Assess your own artwork using specific criteria</li> <li>• Describe what changes could be made for improvement</li> </ul> <p><b>Use of media and tools</b></p> <ul style="list-style-type: none"> <li>• Use appropriate media and tools (e.g., pencils, straightedges, rulers, etc.) to</li> </ul>

	<p>create an illusion of space depicting a real or imaginary scene</p>
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