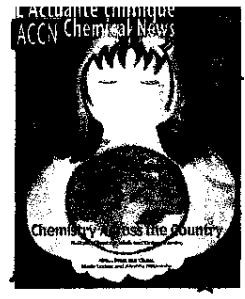


Art 8 Unit Plan National Chemistry Week Project



“Journey to the Inner Landscape”

“Creating art nurtures the human qualities from within.” Pamela E. Slater

Learning Outcomes

Aims/Objective

This unit was designed to provide a stimulating, enriching art experience that would generate ideas, acknowledge feelings, teach values and challenge students to strive to utilize the strategy of simplification in the process of developing their imagery. The result enables students to more effectively visually express imagery linking the environment within and outside of us to uses of Chemistry in our lives. This sensitive visual statement will hopefully inspire the viewer to be more aware of the richness surrounding us nurturing respect and appreciation in these subjects.

Context

Chemistry in our everyday lives

Materials and Technologies

- ▶ cartridge paper, mayfair cover paper, graphite for drawings from observation and imagination, watercolour, tempera paint, oil pastels and/or soft pastels experimenting with values to create the illusion of space, form and texture and computer graphics as a tool to experiment with colour alternatives.

Image Development

- ▶ Students will connect with their inner feelings about the theme and through observing, listening to and discussing various resources on the topics. This includes a classroom visit from Mrs. Beryl Deuel to explain the basis of National Chemistry week and the theme.
- ▶ Students will develop an awareness of when it is appropriate to employ the strategy of simplification for effective visual impact, engaging in skill building activities of drawing and painting.
- ▶ Students will reflect on their process and write a self evaluation to assess their own strengths and weakness.

Resources: Videos:

Jane Goodall, Eco-Design, Growing Pains - Emily Carr, Harrison's Yukon - Ted Harrison Websites : Crystals, Books: Crystal and Gem an Eyewitness book, Snowflakes, Sugar and Salt by Chu Maki, Colour Treasury of Crystals and numerous websites, Tell the world - A Young Environmentalist Speaks Out by Severn Cullis-Suzuki The Magical Earth Secrets by Della Burford

Elements and Principles of Art and Design

Elements of line, shape, value and form are emphasized. If students want to involve more detailed, realistic drawings, use of the other strategies such as selection, viewpoint or juxtaposition for symbolism is encouraged. Problems of drawing particular subjects are resolved by demonstrating or showing examples as visual resources. The final preliminary drawing must reflect effective composition.

The PROCESS

- ▶ After choosing the imagery, the students begin with simple graphite line drawings to map out their concepts. Use of photographs as visual resources is encouraged to strengthen observational skills, but simplification of these images is recommended.
- ▶ The image is drawn on to Mayfair cover paper making corrections and improvements to produce a drawing of quality.
- ▶ The emotive qualities of the colour schemes are discussed. Students then experiment with watercolours, tempera oil pastels, charcoal, collage or soft pastels and a combination of media students infuse energy and life to the images. Problems with various techniques are resolved as they arise. Students are encouraged to initially experiment to achieve desired effects.
- ▶ Students scan their images on the computer. Alternate uses of colour solutions are recommended while experimenting with the computer as a tool.

Assessment and Evaluation

"We learn from our mistakes"

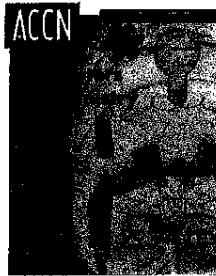
Learning to look critically at one's own work and work with others will help us grow in appreciation and understanding about art, crystal growing and the environment. Certain common areas of consideration assessed are originality, skill with materials, techniques and media, unity and design, artistic merit attitude, participation, behaviour during lessons, work habits and completion of all components. Upon completion of the project, students submit a word processed self-evaluation on the process and results, describing what they have learned, the strengths and weaknesses of their projects and their classroom department.

Student Evaluation

Student work on the computers writing their self evaluations addressing some of the following questions:

1. What was my intent? Did I do some research on the subject matter?
2. Was I influenced by any particular artist and why? Did I develop my idea, revising and changing where appropriate?
3. What have I learned in the process of this project?
4. Do I feel my artwork is effective in visually conveying my concept and why?
5. Did I use my time effectively

Teacher Evaluation



Criteria:

Originality, creativity, research on the subject matter, development of the concept, drawing skills, painting skills, visual communication of the theme, presentation, listening skills, work habits, use of their Visual Journal, completion of work by the due date, overall impact and attitude and effort.