**Beginning Art I “Balloon” Problem**

**Vocabulary:** Composition Critique Reflection Refraction Overlap Magnify Isolate Gradation Value Scale

 **FLAT SHAPE**

**Materials:** 12 X 18 Final size White Paper Markers Pencil

Sketchbook

**Content Objective:** **Distinguish, Define and Review the terminology and key concepts between *isolated color changes within a single plain* when rendering a still-life of balloons.** Students will be asked to get balloons of many sizes and colors. They will blow them up and tie them off. Students will gently tape them creating what would be a Sculpture of sorts. After the sculpture is created students should take 6 or 7 photos of the balloon sculpture filling up the page in its entirety. All aspects of background space should be gone completely. Once the still life has been created students will be required to illustrate what they see in a MAGNIFIED VIEW. Each student will be expected to draw off of the page as I said before, minimizing any and all negative space. The expectation is to elevate the definition of what is seen in broader detail. Example: Thin balloons, fat balloons, twisted balloons of all shapes, sizes and colors can be used and assembled the way you want them assembled. Once the desired still life has been created and the desired angle of observation has been secured. The student may begin.

**Definition:** *Flat Shape*—Isolation of color masses that touch within an object to create a total image

*Reflection*—Bounced light

 *Refraction-*--Bent Light

**Language Objective**: Students will be able to state orally and visually execute how *Flat Shape*, *Reflection* and *Refraction* was utilized and completed within their own compositions.

**General Objective:**

**SW**:

* Recognize the 6 levels of Flat Shape
* Apply and utilize the 6 levels of Flat Shape throughout the entire composition.
* Define simple aspects of proportion, size relationships and scale
* Explore the compass technique, as students draw off of the page in a N, S, E, W format.
* Magnify the imagery to focus and emphasize certain areas of the still-life
* Emphasize the “Elements of Art” and the “Principles of Design” as
* Key ingredients to building a strong composition

**IW:**

* Present visuals that students can recognize as the standard to work toward and go above and beyond.
* Demonstrate each step slowly that each class member can see the sequencing and the method of how the artwork should come together
* Work with each student individually as issues or questions arise

***Beginning with Day 2—Day 1 will be utilized to answer developing questions about how to work within the parameters of the assignment.***

***Cover and direct 3 Inquiry sessions for cooperative learning and peer to peer interaction in the classroom zoom setting.***

**Day 1:** Begin by discussion and demos by me ensuring understanding this should

Prompt questions that will be answered in their sketching. The students will then utilize marker as the choice of medium.

**Day** **1a:** Students will begin the sketching process by magnifying the still-life on

the page. Each class there will be a check in and evaluation of their progress

**Day 2:** (Go over Flat shape breakdown) Students should be well under way and will be drawing off of the page incorporating all flat shape / value color breakdowns.

**Day 3:** Students will enlarge information on their final 12 X 18 sheet of White paper.

**Day 4:** Workday—Students will be put into groups to create questions for their

 Upcoming “In Progress Review.”

**Day 5:**  Students will come back to their sub-group setting to discuss measures of

 Improving the work in its current state.

**Day 6:**  Workday—Opportunity to make modifications based on the *“I.P. Review.”*

**Day 7:**  Final Class Formal Critical Review where each child will move to a

 Different group than who they were with during the *“In Progress Critique.”*

 They will then re-evaluate work that has already been cleaned up and

 improved upon from the previous *“In Progress Critique.”*

**Differentiation:** 1. One-On-One’s for each child

2. Isolate questions for the class that have a universal flavor but when answered with the Socratic Method-questions are posed to re-engage critical thinking.

3. Peer-On-Peer interactions

**Reflections:** 1. Students will keep all products carefully in their sketchbooks for later referral.

 2. Repetition is Key for understanding and Knowledge retention

 3. Research will allow for changes to be made in the future

 **Critical Reviews will help me to enhance problems in the future**

 **One-on-One’s will help elevate the “End Product” of a piece a the Beginning, Middle and End**