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EDTL 7100

Sequencing Rationale

**Elements of Art Unit for Middle School Art:**

**Sequencing Rationale**

This unit uses the learning-related sequencing pattern. This unit describes the elements of art as the foundation for all middle school art standards. It begins with the explanation of what the elements of art are and then breaks it into six subunits to go further in depth on the seven elements. The first subunit is “Line” it is the most familiar concept to students. It then builds upon the students’ previous knowledge of the term and then introduces the five main types of line. During the lesson students will begin to create a reference drawing for the five main types of line. The second subunit is “Texture” which builds upon the familiar term line. Students will be able to see texture in their everyday surroundings and be able to apply it to their art work. For this subunit students create a texture study of the classroom. With their texture study students will be able to explain what the meaning of texture and how to draw it.

The third subunit is “Shape” further builds upon the subunit “Line”. It introduces the terms organic and geometric shapes. Students will learn how to draw them and identify them in a work of art. The term Form will also be introduced as a part of the “Shape” subunit because it explains how to turn a basic shape and turn it into a three-dimensional object. During this subunit students will be able to identify the relationship between shape and form. The fourth subunit is “Space” which builds on the subunit “Shape”. It introduces four new terms that explain how to take shapes and create a two-dimensional work of art. This unit also introduces the two types of perspective which helps when trying to create the illusion of depth.

The fifth subunit is “Value” which defines the new art term and then elaborates on how students see value in everyday life. It is important to wait and introduce “value” as the fifth subunit because students need how have an understanding of the basic fundamentals of drawing before they can add shading of any kind. The unit has students creating a value scale that shows that they understand the difference from light to dark. This concept shows students how to shade in an object which can be linked to the terms Shape, Form, and Space. The final and sixth subunit is “Color” which defines the term and introduces the color wheel. The understanding of the color wheel is important for adding color to any artwork. Once the color wheel is explained then the different color schemes can be introduced. This subunit needs to be the very last concept because it adds excitement to an artwork and students will understand that concept after they go through this entire unit.