

Foundation of Color and Composition Unit

1-Make a composition using only black or white lines

one class

Oral assessment/History: Assess knowledge of what a composition is. What does a composition do? What questions does it answer? How do you know what the artist thinks is the most important? What if the artist only uses lines?

Art from local MN artist: [Shun Yong](#), his photos have distinct compositional patterns.

What in each picture does the artist want you to look at? What if the trees were black and the background was white, How could you recreate the composition?

Marlena Myles uses distinct lines in her mural [Kapemni \(mirroring\)](#) How do the lines, particularly the black lines define this composition? Can you create a pattern like hers with lines?

Outside MN: Irene Rice Pereira. [See her works at The Metropolitan Museum of Art](#), (MET) Read more about her history [here](#). Lots of great examples of compositions. Cuban-American, Carmen Herrera's [black and white mural](#) is also an excellent reference.

Vocabulary: Symmetry: The composition is balanced with shape or color or both. Asymmetry: Asymmetrical balance occurs when you have different visual images on either side of a design, and yet the image still seems balanced. [*visual weight] Horizontal, Vertical, Portfolio, Abstraction, objective, non-objective, negative space

Materials:

- White paper, preferably 9 x 12 but any size will work
- Strips of black paper, cut in different widths. If students are more advanced, have them cut paper out themselves
- Glue sticks

Production: Start with 9 x 12 white paper. Provide strips of different widths of black paper that are 9" or 12". Have students use lines to make their composition. Encourage play and try new ideas. Fold paper to fit. Have the students make a symmetrical comp., asymmetrical comp. and a radial comp. Start a challenge to make

composition with 2 lines, then 3 then 4 and so on. Switch to black paper with white lines and repeat. Combine the black and white and repeat again. Have students decide which of the compositions was the most successful-glue the lines in place.

How to adapt this one lesson to different grade levels:

K: Focus on Intentional play, giving preference on why they like their piece during critique

- 1: Focus on engaging students on prompts to make new compositions
- 2: Have students cut out shapes and lines for the project, focus on how to safely use scissors
- 3: After trying a number of compositions encourage students to think about which choices they made to make the work
- 4: Do not have students glue down comp. Until there is feedback about the comp. From peers, have students revise the composition based on the peer review
- 5: Encourage students to compare different foundations of composition in order

Critique: facilitate in class critique-look for negative space. Model language for students to use with one another. “This area is successful because...” This composition makes me feel like...” This area isn't working well for me because...” “I am not sure where to look.” “This part is balanced...”

Aesthetics: What qualities do lines have? Energetic? Neat? Minimalist?

Minnesota State Standards:

K Strand Anchor standard

Benchmark

5.0.2.2.1	5. Visual Arts	0	2. Create	2. Generate and develop original artistic ideas.	1. Explore ideas through the work of other artists.
5.0.2.2.2	5. Visual Arts	0	2. Create	2. Generate and develop original artistic ideas.	2. Explore artistic ideas through <i>intentional play</i> .

K

5.0.4.8.2	5. Visual Arts	0	4. Respond	8. Evaluate artistic work by applying criteria.	2. Select and explain reasons for <i>personal preference</i> .
-----------	----------------	---	------------	--	--

1

5.1.2.2.1	5. Visual Arts	1	2. Create	2. Generate and develop original artistic ideas.	1. Identify multiple ideas for an artistic prompt.
-----------	----------------	---	-----------	---	--

2

5.2.2.3.2	5. Visual Arts	2	2. Create	3. Create original artistic work.	2. Demonstrate safe procedures for using <i>materials</i> and tools while making <i>art</i> .
5.2.2.4.1	5. Visual Arts	2	2. Create	4. Revise and complete original artistic work.	1. Describe choices made at different steps in an <i>art</i> making process.

3

5.3.2.4.1	5. Visual Arts	3	2. Create	4. Revise and complete original artistic work.	1. Discuss feedback about choices made in creating <i>artwork</i> .
-----------	----------------	---	-----------	---	---

4

5.4.2.4.1	5. Visual Arts	4	2. Create	4. Revise and complete original artistic work.	1. Revise in-process <i>artwork</i> , on the basis of insights gained through peer discussion.
-----------	----------------	---	-----------	---	--

5

5.5.4.8.2	5. Visual Arts	5	4. Respond	8. Evaluate artistic work by applying criteria.	2. Compare and contrast <i>criteria</i> used to evaluate works of <i>art</i> .
-----------	----------------	---	------------	--	--