

Art

Unit Plan: Knot Exploration

Education 3601 - Janice Rahn

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Diagnosis of Students

The age level of the students is pre-high school. At this age students are entering adolescence and beginning to develop their minds. Identity becomes increasingly important to children of this age and therefore will be integrated into this unit. In correlation with identity, children of this age begin to develop their own style; therefore many of the projects in this unit will allow for students to explore and add their own style. Through personal style and identity, students will challenge the idea of what is expected to be real or accurate in imagery. They will take this unit as an opportunity to contrast two-dimensional and three-dimensional ropes in the same picture. They will also look at figure-ground relationships and play with the idea of what is figure and what is ground. They will further develop their style by being aware of foreground and background relationships.

Rationale / Philosophy

The unit will be structured to introduce a variety of art concepts with a focus on altering what is natural or accurate. Students will explore the way a rope can wrap around itself to create interesting forms. They will have the hands-on experience of playing with rope to create knots and applying what they see as a three-dimensional object to a drawing on a two-dimensional surface. They will be encouraged to draw knots that look “real” (ie. three-dimensional) and contrasting them in the same picture frame with rope that is flat (two-dimensional). The students will also play with the idea of what is the figure and what is the ground. They will be encouraged to take their ropes and wrap them around lines that appear to be a patterned background. Students will have the freedom of exploring many possibilities that conflict with the reality that they have witnessed with the actual rope that they originally made knots with. The students will develop their art vocabulary with words such as opaque, transparent, three-dimensional, two-dimensional, figure, ground, foreground and background. They will encounter artists that have created similar works, as well as artist who have worked with creating altered realities. Encounters will also be made with artists who used various complexities of opaque and transparent mark-making. I think that this unit is appropriate for the junior high level because it allows students to discover a variety of ways of drawing and painting. The students are at an age where they are discovering many strategies in creating art. This unit provides the students with many concepts to creating art but pushes them to look beyond creating something that seems to be accurate. I think that as the junior high student develops an art background, the aspects contained within this unit will greatly contribute to their ability as an artist.

Conceptual Map

Cognitive

- an understanding of the meaning of opaque mark-making
- an understanding of the meaning of transparent mark-making
- an understanding of two and three-dimensions
- an understanding of how to create two and three-dimensional knots
- knowing the difference between figure and ground

- an understanding of foreground compared with background
- knowledge of how to use acrylic paint
- knowledge of how to clean up acrylic paint
- knowledge of how to use oil paint
- knowledge of how to clean up oil paint
- an understanding of techniques to use when making marks with a brush
- an understanding of the process of a critique

Psychomotor

- developing skills of drawing a three-dimensional object onto a two-dimensional surface
- developing paint techniques to contrast opaque and transparent lines
- developing paint techniques to paint two and three-dimensional knots
- developing strategies to use parts of the background as a figure in a painting
- developing strategies to contradict accuracy of reconstructing reality
- adding finishing touches to make the composition complete
- observing the variety of ways artists have contradicted reality
- critiquing encounters with art
- critiquing this art project

Affective

- seeing the contrast of opaque versus transparent marks
- appreciating all encounters with art
- appreciating the difficulty of the task and embracing it with effort
- gaining the confidence to draw and paint using the guidelines of the assignment
- gaining the confidence and ability to create a personal style
- developing a sense of pride in own work
- art appreciation through critiques

Lesson Summary

Lesson One

This lesson introduces the use of knots to create shape. The students will have a thick rope to play with in the attempt of creating interesting shapes with it. They will take the knots that they have created and observe them in their attempt at recreating them on paper. Students will work in groups on large piece of paper with oil pastels. They will be encouraged to use a variety of colours to recreate knots that they have constructed with their rope. The mural will be a collaborative effort as they will work together to create a finished knot drawing. Students will be encouraged to add to each others rope and leave rope ends for others to work off of in order to complete the drawing. Students will then participate in a critique of each group's mural.

Lesson Two

Students will be introduced to their knot project through examples and demonstrations. Students will be asked to complete a knot drawing on their own using a variety of art concepts and techniques. Transparency and Opacity will be defined and a demonstration given as to how to achieve these two extremes using acrylic paint. Students will also become aware of the definitions of foreground and background. Students will also be briefly introduced to the next steps in the project so that they can plan to create an appropriate background. Encounters with artists who used a variety of opaque/transparent techniques will be made available to the students. They will also view my painting, "Knot - 1999". Students will be given a piece of paper on which they will work on to complete their background using acrylic paint and opaque and transparent marks.

Lesson Three

Students will discuss the figure-ground relationship. The background was prepared using acrylic paint. The figure will be the knots that will be drawn on top of it. The relationship is how the knots interact with the background. This is shown by how the knots are drawn to frame a section of the background. It is also shown by drawing the knots so that it appears as though they go behind the background, playing with the idea of what is figure and what is ground. An example will be provided that shows pencil drawn ropes that use the background in these ways. Students will have my painting to look at as well as their piece of rope to play with as they use the remainder of class time to create their rope drawing with pencil.

Lesson Four

Students will review the terms learned in the previous classes: three-dimensional, two-dimensional, transparent, opaque, figure, and ground. Students will continue their composition by drawing in knots with pencil. Those who finish early will have the opportunity to critique works of art by artists who painted a variety of things. Artists such as Picasso who used incredible texture in his painting. Matisse and Kandinsky, who used incredible colour in their works. And Dali who dealt with Surreal imagery.

Lesson Five

Students will be introduced to oil paint. They will learn the differences of oil paint as compared with acrylic paint. They will learn techniques involved with using oil paint, the advantages and the disadvantages. They will receive a demonstration of how to use oil paint and how to clean it up. Students will also discuss the differences of two-dimensional and three-dimensional knots. They will evaluate the ways one would go about creating a two-dimensional knot as opposed to a three-dimensional knot. Students will be expected to include both types in their painting. Students will begin painting their knots with oil paint.

Lesson Six

Students will review the procedures of using and cleaning up oil paints. They will review their assignment as a group as well as review the art terms of the unit. Students will paint for the remainder of the period.

Lesson Seven

Students will use the period to continue their knot painting. The last ten minutes will be a time to discuss what is going on with the assignment. Students will take this opportunity to talk about how they feel about the work they are doing, what is working for them, and what they feel is working in their classmates work. Students will be encouraged to take this as an opportunity to learn from their peers by discussing techniques that are working for them as well as receiving helpful suggestions from others.

Lesson Eight

This will be the final lesson in the unit. The students will have the entire class to finish up their paintings. A critique will be done at the end of class as well as a time for students to give their opinion on the unit. Students will be encouraged to discuss what they liked about the unit, what they did not like and what kinds of things could have been added to improve the unit.

Lesson: One

Subject: Art

Area: knot exploration, drawing a representation of a 3D object.

Goal: Discovering techniques of 2D/3D relationships, figure/ground relationships, and transparent/opaque relationships in creating a painting using acrylic and oil paints.

Grade: Nine

Time: 45 minutes

Materials: Large pieces of paper, oil pastels, thick ropes (30), photocopies of how to make knots.

Objective(s):

TSWBAT apply what they see as a 3D knot into drawing knots on a 2D surface.

TSWBAT create a collaborative mural drawing with oil pastels.

TSWBAT relate their knots to those of their group members by stepping back to evaluate the drawing as a whole.

Background information: none - this is the first lesson.

Introduction: (3 min.)

The students will be introduced to the unit: Knot Exploration. The teacher will go through the procedures of the lesson.

Warm-Up: (5 min.)

- 1) The students will be put into groups of approximately four people. The group will receive a package of oil pastels, one large piece of paper and an assortment of “how to make knots” handouts. Each person will receive a thick piece of rope.
- 2) Students will play with their rope in the attempt at creating interesting knot shapes.

Activities: (30 min.)

- 1) Students will use the oil pastels to draw their knots on the large piece of paper. Students will be encouraged to use a variety of colours.
- 2) As this is a collaborative drawing, students will be asked to leave rope ends for their group members to use in continuing the rope to create more knots. As well, they will be encouraged to use group members’ rope ends in continuing the drawing.
- 3) Students will be asked to periodically step back and evaluate the drawing as a whole in order to make collaborative decisions toward the composition.

Closure: (7 min.)

The students will engage in a critique of each group’s murals.

ASK: “How did you find this activity? Did you like/dislike it? Was it easy/hard? Why?”

“What do you think about the compositions that you have drawn?”

“What do you think about your classmates compositions?”

“Are there some knots that appear to be three-dimensional? Two-dimensional?”

“What methods were used to achieve the 2D / 3D knots?”

Follow Up:

The students will analyze their knot murals to look for interesting knot shapes.

The students will begin an individual knot study.

The students will be introduced to a variety of art concepts including transparency, opacity, figure and ground.

Evaluation:

Student participation, Student effort, Student cooperation, Attention to the assignment, Going beyond and creating unique knots. (All observed).

Art of Teaching:

Hands-on learning by the manipulation of rope into knots.

Student discussion, learning from each other, valuing student opinion.

Students working together toward a goal.

Lesson: Two

Subject: Art

Area: Exploring the contrast between transparent and opaque mark making using acrylic paint.

Goal: Discovering techniques of 2D/3D relationships, figure/ground relationships, and transparent/opaque relationships in creating a painting using acrylic and oil paints.

Grade: Nine

Time: 45 minutes

Materials: Primed paper to paint background on (30), Acrylic paints, brushes, example of assignment (unfinished), extras for demonstration.

Resources: Kandinsky - "Lyrisches"
Jodi Joly - "Knot" (mine)

Objective(s):

TSWBAT create a background using Acrylic paint focusing on using both transparent and opaque marks.

TSWBAT apply the skills and techniques used during the demonstration.

TSWBAT devise an interesting background composition taking into consideration the next step in the assignment.

Background information: Students have had practice drawing knots. The students understand the difference between a knot drawn in 2D as compared to one drawn in 3D. The students also have an understanding of how to create 2D and 3D knots.

Introduction: (5 min.)

– Students will review the first lesson.

ASK: "What did we do in the first lesson? What was the purpose of it?"

-examined how rope wraps around itself to create interesting shapes.

-studied the knots that we made to recreate them on paper.
-looked at ways of making two and three-dimensional knots.

– Students will be introduced to the unit assignment: to create an individual knot study implementing a variety of art concepts and techniques.

Warm-Up: (10 min.)

– Students will be shown an unfinished example that shows a background created with acrylic paint using both transparent and opaque marks. The example also shows a penciled in rope that frames an interesting section of the background. The rope also interacts with the background in that it goes behind sections of the background and reappears from it, using it as a figure in the composition. The idea of figure-ground relationships will be explored further in upcoming lessons. The students only need to keep in mind that they are to create a background that will allow for this. **An emphasis will be made so that the students don't go too crazy with the background, they should keep their colour choices to a minimum.**

– Students will be given the definition of Transparent and Opaque.

– Students will be given a demonstration of how to get Transparent marks (a lot of water, little paint) and Opaque marks (a lot of paint, little or no water).

– Students will take a look at Kandinsky's "Lyrisches" and examine it for transparent/opaque differences.

– Students will also look at "Knot" by Jodi Joly, a painting that explores knots in similar ways.

Activities: (25 min.)

–The students will make an acrylic background for their knot drawing using a contrast of opaque and transparent marks. They will take all the information learned in the warm-up and apply it in creating their background.

Closure: (5 min.)

– The students will clean up the paints and find a place for their paintings to dry.

– The students will be asked to review the definitions of Transparent and Opaque.

Transparent: allowing light to pass through, objects underneath can be seen.

Opaque: not allowing light to pass through.

Follow Up:

Students will discover the figure-ground relationship.

Students will design their composition by creating knots using pencil on their background.

Evaluation:

Student participation, Student effort, Student works will be marked according to the ability to contrast transparent and opaque marks.

Art of Teaching:

Students will continue to have a rope to play with for hand-on learning.

Providing the students with a personal work of art.

Demonstrations and examples will provide the students with something concrete for a better understanding of what is expected.

Lesson: Three**Subject:** Art

Area: Discovering the figure-ground relationship.

Goal: Discovering techniques of 2D/3D relationships, figure/ground relationships, and transparent/opaque relationships in creating a painting using acrylic and oil paints.

Grade: Nine

Time: 45 minutes

Materials: Students' background paintings, pencil, unfinished example.

Resources: Jodi Joly - "Knot" (mine)

Objective(s):

TSWBAT create a composition of ropes and knots.

TSWBAT demonstrate the figure-ground relationship through the use of given techniques.

TSWBAT decide on design strategies to achieve a strong figure-ground relationship.

Background information: Students have had practice drawing knots. The students understand the difference between a knot drawn in 2D as compared to one drawn in 3D. The students also have an understanding of how to create 2D and 3D knots. They understand opaque versus transparent and will examine some of the marks that they have created as they design the rest of their art project.

Introduction: (5 min.)

– Students will be introduced to the figure-ground relationship. They will take a look at the unfinished example from lesson two.

Figure-Ground relationship is how the figure (rope) interacts with the background. Ways to accomplish this are by framing an interesting section of the background (negative space - focus on what it behind) and by using marks in the background as a figure and drawing the rope as going behind it (the background becomes the foreground).

Warm-Up: (5 min.)

- Students will take another look at my painting.
- Students will take 3 minutes to closely examine their background. This will be done quietly all at the same time, and students will examine only by looking, pencils will be down.

Activities: (33 min.)

- Students will draw ropes and knots onto their background taking into consideration the figure-ground concept that was discussed in the introduction.

Closure: (2 min.)

- Students will put their art work away.
- Questions and concerns will be addressed.
- Students will reexamine the assignment: what things need to be included this far.

Everybody should have a background completed that shows an interesting transparent/opaque contrast. Rope and knots are to be drawn in pencil taking into consideration the figure-ground relationship.

Follow Up:

Students will review all art concepts learned so far: 2D, 3D, transparent, opaque, figure, ground.

Students will continue the design of their knot composition with pencil.

Students will have the opportunity to explore a variety of artists who used different paint techniques.

Evaluation:

Student effort, Attention to the assignment: Students will be evaluated on how successful they were able to demonstrate the figure ground relationship.

Art of Teaching:

Providing examples of artists to inspire students.

Having an example so that the students have a clear idea of what is expected.

Lesson: Four

Subject: Art

Area: Discovering the figure-ground relationship.

Goal: Discovering techniques of 2D/3D relationships, figure/ground relationships, and transparent/opaque relationships in creating a painting using acrylic and oil paints.

Grade: Nine

Time: 45 minutes

Materials: Students' artwork, pencil.

Resources: Wassily Kandinsky: *Composition 238: Bright Circle*

Van Gogh: *Farmer in the Field*

Franz Marc: *Forest with a Squirrel*

Salvador Dali : *Persistence of Memory*

Rene Magritte: *The Human Condition*

David Hockney: *Untitled*, 1986

Willem de Kooning: *Door to the River*

Objective(s):

TSWBAT create a composition of ropes and knots.

TSWBAT demonstrate the figure-ground relationship through the use of given techniques.

TSWBAT decide on design strategies to achieve a strong figure-ground relationship.

TSWBAT value a variety of art work.

Background information: Students have had practice drawing knots. The students understand the difference between a knot drawn in 2D as compared to one drawn in 3D. The students also have an understanding of how to create 2D and 3D knots. They understand opaque versus transparent and will examine some of the marks that they have created as they design figure-ground relationships using rope with their background.

Introduction / Warm-Up: (5 min.)

The students will review all the art concepts learned to this point: three-dimensional, two-dimensional, transparent, opaque, figure and ground.

Activities: (35 min.)

- Students will continue the design of their knot composition.
- Those who finish early will gather to critique a variety of artworks done by various artists. Artists are included for various reasons: Students will examine some works to see the incredible texture, colour and mark-making that the artists' used. Some artists are included because their work reflects the idea of playing with reality.

Closure: (5 min.)

After the art room has been cleaned up, students will gather for discussion of how to prepare for the next class.

- Students will have a brief introduction to oil paints: they stain, they dry slowly, they blend nicely. “It is important that we be very careful when using these paints, it would be a good idea to bring in an old shirt to wear.”

Follow Up:

Students will be introduced to oil paint: demonstration of techniques and clean up procedures. Students will reexamine the difference of 2D and 3D knots and decide on ways to create them using oil paint.

Students will begin painting their knots using oil paint.

Evaluation:

Student participation, Student effort, Attention to the assignment: Students will be evaluated on how successful they were able to demonstrate the figure ground relationship.

Art of Teaching:

Providing examples of artists to inspire students.

Providing something of value to do for students who finish early: anticipating the differences in student performance.

Lesson: Five

Subject: Art

Area: Using oil paint to create a contrast of two-dimensional and three-dimensional ropes and knots.

Goal: Discovering techniques of 2D/3D relationships, figure/ground relationships, and transparent/opaque relationships in creating a painting using acrylic and oil paints.

Grade: Nine

Time: 45 minutes

Materials: Students' artwork, oil paints, brushes, paint thinner, an ice cream pail to dispose of paint thinner, containers to put paint thinner in, palettes for students to mix paint, soap for clean up.

Objective(s):

TSWBAT use techniques discussed to create a variety of 2D and 3D rope/knots.

TSWBAT create an interesting contrast of 2D and 3D rope/knots within their composition.

Background information: Students have had practice drawing knots. The students understand the difference between a knot drawn in 2D as compared to one drawn in 3D. The students also have an understanding of how to create 2D and 3D knots.

Introduction: (5 min.)

- Students will be introduced to oil paint: it stains, it dries slowly, it blends nicely, small amount of paint goes a long way.
- Clean up: oil paint can not be cleaned with water, it needs to be cleaned in paint thinner. Paint thinner cannot be thrown down the drain - an ice cream pail will be provided for dumping. Brushes should be cleaned as much as possible with thinner and then rinsed and washed with soap and water. Tables must be wiped down before leaving. *Clean up procedures must go smoothly to avoid bumping into anyone and getting stained with oil paint.*

Warm Up: (5min.)

- Students will witness a demonstration of how to use oil paints.
- Students will recall the techniques used to create 2D and 3D knots. Demonstration given.
- Students will also witness the clean up procedures so that they have a clear understanding of what is required of them during clean up at the end of class.

Activities: (30 min.)

- Students will set up their table in preparation to start painting with oil: one container of paint thinner per table, brushes for each student to use, paints shared amongst classmates at each table.
- Students will begin painting their rope/knots using 2D and 3D techniques discussed.

Closure: (5 min.)

– Students will use clean-up procedures learned to clean the art room.

Follow Up:

Students will review the art concepts of the unit as well as the assignment.

Students will continue painting their knot composition.

Evaluation:

Student effort, Student cooperation for clean up, Attention to the assignment: Students will be evaluated on how successful they were able to create a contrast between 2D and 3D rope/knots.

Art of Teaching:

Providing students with a demonstration to give them a better idea of the techniques of oil paint to help them further develop their art skills.

Providing students with a demonstration of clean up procedure so that they are clear on what is expected of them.

Lesson: Six

Subject: Art

Area: Using oil paint to create a contrast of two-dimensional and three-dimensional ropes and knots. Placing value on the complete knot composition by adding personal style.

Goal: Discovering techniques of 2D/3D relationships, figure/ground relationships, and transparent/opaque relationships in creating a painting using acrylic and oil paints.

Grade: Nine

Time: 45 minutes

Materials: Students' artwork, oil paints, brushes, paint thinner, an ice cream pail to dispose of paint thinner, containers to put paint thinner in, palettes for students to mix paint, soap for clean up.

Objective(s):

TSWBAT use techniques discussed to create a variety of 2D and 3D rope/knots.

TSWBAT create an interesting contrast of 2D and 3D rope/knots within their composition.

TSWBAT value their art by focusing on the complete composition and adding personal style.

Background information: Students have had practice drawing knots. The students understand the difference between a knot drawn in 2D as compared to one drawn in 3D. The students also have an understanding of how to create 2D and 3D knots. They have an understanding of figure-ground and will use their opaque/transparent background to show this relationship. They have learned the skills required to work with oil paint. Students should be beginning to add personal style in completion of the project.

Introduction / Warm Up: (5 min.)

- Students will review clean up procedures involved with oil paints.
- Students will review the assignment: *opaque / transparent background, figure-ground relationship with rope/knots and background marks, and 2D/3D contrasts in the rope/knots.*

Activities: (35 min.)

- Students will continue work on their knot composition.

Closure: (5 min.)

- Student will clean up the art room.
- Students will reflect on how much they need to accomplish as they are reminded that there is only two more classes left.

Follow Up:

Students will continue painting their knot composition.

Students will take part in a critique of classmates' works in progress.

Evaluation:

Student effort, Student cooperation for clean up, Attention to the assignment: Students will be evaluated on how successful they were able to create a contrast between 2D and 3D rope/knots. They will also be evaluated on effort and extra detail within their artwork as they begin adding personal style.

Art of Teaching:

Providing a review for students regarding clean up procedure enables them to recall proper steps needed in the clean up process.

Providing a review of the assignment gives students an opportunity to make sure that they are on the right track.

Lesson: Seven

Subject: Art

Area: Using oil paint to create a contrast of two-dimensional and three-dimensional ropes and knots. Placing value on the complete knot composition by adding personal style.

Goal: Discovering techniques of 2D/3D relationships, figure/ground relationships, and transparent/opaque relationships in creating a painting using acrylic and oil paints.

Grade: Nine

Time: 45 minutes

Materials: Students' artwork, oil paints, brushes, paint thinner, an ice cream pail to dispose of paint thinner, containers to put paint thinner in, palettes for students to mix paint, soap for clean up.

Objective(s):

TSWBAT create an interesting contrast of 2D and 3D rope/knots within their composition.
TSWBAT value their art by focusing on the complete composition and adding personal style.
TSWBAT appraise their classmates compositions as well as their own compositions by participating in a discussion of the assignment.

Background information: Students have had practice drawing knots. The students understand the difference between a knot drawn in 2D as compared to one drawn in 3D. The students also have an understanding of how to create 2D and 3D knots. They have an understanding of figure-ground and will use their opaque/transparent background to show this relationship. They have learned the skills required to work with oil paint. Students will continue to add personal style in completion of the project.

Introduction / Warm Up: (2 min.)

- Students will be told to use this time effectively as there is only one more class left to finish their knot composition.
- Students will be informed that the last ten minutes of class will be devoted to discussion of works in progress and therefore clean up will take place ten minutes earlier.

Activities: (33 min.)

- Student will continue painting their knots and adding personal style as they strive to finish their painting.
- Students will clean up class in preparation for critique.

Closure: (10 min.)

- Students will participate in a works-in-progress critique.

ASK: “How do you feel about what you are creating?”

“What sorts of techniques are working for you?”

“What seems to be working for your classmates? Give examples of things that you like in your classmates work? and Why?”

– Students will be informed that by taking this time to discuss what is happening for themselves what they see is happening with their classmates work, they are helping each other grow as artists. Encouragement will be given to students to offer suggestions and comments.

We learn from each other

Follow Up:

Students will continue painting their knot composition.

Students will take part in a critique of classmates’ finished Knot Paintings.

Evaluation:

Student effort, Student cooperation for clean up, Attention to the assignment: The students will be evaluated on effort and extra detail within their artwork by adding personal style.

Art of Teaching:

Providing students with a guideline for how much time they have left gives them the opportunity to pace themselves to complete the project on time.

The critique of works-in-progress allows students the opportunity to discuss their works and develop as an artist as we learn best from each other.

Lesson: Eight

Subject: Art

Area: Placing value on the complete knot composition by adding personal style.
Development of the process of effective critique.

Goal: Discovering techniques of 2D/3D relationships, figure/ground relationships, and transparent/opaque relationships in creating a painting using acrylic and oil paints.

Grade: Nine

Time: 45 minutes

Materials: Students' artwork, oil paints, brushes, paint thinner, an ice cream pail to dispose of paint thinner, containers to put paint thinner in, palettes for students to mix paint, soap for clean up.

Objective(s):

TSWBAT create an interesting contrast of 2D and 3D rope/knots within their composition.
TSWBAT value their art by focusing on the complete composition and adding personal style.
TSWBAT appraise their classmates compositions as well as their own compositions by participating in a discussion of the assignment.

Background information: Students have had practice drawing knots. The students understand the difference between a knot drawn in 2D as compared to one drawn in 3D. The students also have an understanding of how to create 2D and 3D knots. They have an understanding of figure-ground and will use their opaque/transparent background to show this relationship. They have learned the skills required to work with oil paint. Students will continue to add personal style in completion of the project. They have had a works-in-progress critique which would have enable them to make choices regarding their work. Practice with this critique should give them the confidence to participate in the final critique.

Introduction / Warm Up: (2 min.)

- Students will be told that this is the last lesson of the unit.
- Students will also be informed that clean up will begin 20 minutes early to allow for time for a final critique and discussion of the unit.

Activities: (35 min.)

- Students will work on finishing their Knot Paintings.
- Those who finish early can help by hanging wet paintings in preparation for the critique. They can also help out by doing extra clean up of the art room.
- Students will participate in a final critique of the finished art works.

ASK: "What do you like about any of these Knot Paintings? Why? Explain."

“What areas of any of the paintings are really strong when you think about the criteria that was expected of you? Explain.”

Closure: (8 min.)

– Students will participate in discussion of the unit.

ASK: “What did you like about this unit?”

“What did you not like about this unit?”

“What kinds of ideas do you have that you think would improve the unit?”

Follow Up:

Students will be responsible for handing paintings in to get marked once they have had a chance to dry. Those who could not finish on time will be responsible for finishing on their own time and getting them in.

Evaluation:

Student participation, Student effort, Student cooperation for clean up, Attention to the assignment: The students will be evaluated on all art concepts required to be included in the project: transparent / opaque contrast, figure-ground relationship, and 2D/3D contrast of rope and knots. Marks are also given for effort and extra detail.

Art of Teaching:

The critique allows students to vocalize their opinions and feelings. It also gives students a foundation for art appreciation.

Giving students the opportunity to voice their opinion on the unit allows them to feel valued as an artist. It also allow the teacher to grow as it is an opportunity to reflect upon the unit and make favorable modifications.

Unit Reflection

I found this unit to be incredibly successful. Students comments were all positive. They said that all the activities were fun and that they learned a lot. Although I have made

modifications to the unit plan to allow for changes that I would make, the unit as I taught it was still extremely effective.

Some of the changes include substituting oil pastels in favor of oil paint when students add their ropes/knots to their composition. I found that students complained that the oil pastels would not cover the background paint very well. They also had difficulties blending the pastels over the acrylic paint as well as trying to get clean edges. For these reasons I decided to change the use of oil pastels to the use of oil paints. Advantages would be that the students would have more option for blending and making more opaque ropes. They would also be able to achieve cleaner edges. Disadvantages would be that there is more materials and greater clean-up involved when using oil paint. The dry time would also be a disadvantage. Finding enough space in the art room to place artwork to dry is also a disadvantage.

This unit plan also includes more opportunity for encounters with artists. I have also added an extra critique of art-in-progress which I feel would have benefitted the students greatly. The more the students talked about art, the more discussion was generated. With increased experience the students become more comfortable with the critiquing process, an important aspect in art appreciation.

I enjoyed teaching this unit and the students enjoyed having the unit taught to them. Students were very eager to work on their compositions and were always on task during classroom work time. I feel good about what I accomplished through this unit. I believe that the students gained valuable art techniques that will further develop them as artists.