

Asymmetrical Balance

Date: June 3-6

Big Concepts: Relationships & Social Bonding

Teks: Art Grade 3:

Perception: 3.1A Identify sensory knowledge and life experiences as source for ideas about visual symbols, self, and life events. 3.1B Identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

Creative Expression/Performance: 3.2A Create artworks based on personal observations and experiences. 3.2B Develop a variety of effective compositions, using design skills. 3.2C Produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately.

Historical/Cultural Heritage: 3.3A Compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions. 3.3B Compare selected artworks from different cultures. 3.3C Relate art to different kinds of jobs in everyday life.

Response/Evaluation: 3.4A Identify general intent and expressive qualities in personal artworks. 3.4B Apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists.

Materials: Crayons

Content Objective:

- Students learn about asymmetrical balance.
- Students learn about complementary colors.

Project Objective:

Students will design a window view drawing showing asymmetrical balance using complementary colors.

Activities:

Introduction:

Discuss asymmetrical balance.

Project:

- Draw a window frame on the left or right side of your paper. Then draw a city scene inside the window frame,
- Draw some objects inside the room. Use different shapes to create asymmetrical balance.

Checks for Understanding:

Students reflect on what shapes and colors they used to create asymmetrical balance?