

Englewood Public School District

Visual Art

Grade 8

Unit 2: Unity, Balance, Allegory

Overview: In this unit, students will apply the principles of balance and unity to enhance the expression of creative ideas (e.g., perspective, implied space, and illusionary depth) and identify how they are exemplified in masterworks of art. Students will be able to explain how artists tell stories through their work, often using allegory and irony.

Time Frame: 10-12 days

Enduring Understandings:

- Artists incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artwork.
- Artists use a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- Artists tell a story through their work, often using allegory and irony.

Essential Questions:

- How do we apply the principles of balance and unity in art?
- How do artists use perspective, implied space and illusionary depth in their work?
- Why did Peter Paul Rubens choose to paint in the style he did?
- How do artists use allegory in their works?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.3.8.D.1 Incorporate various art elements and the principles of balance,	Topics Illusionary depth, implied space, comparing and contrast styles, two- and	Students will view slideshows of a variety of styles and works that	Artwork that shows balance: https://artclasscurator.com/art-works-that-show-balance/	Formative Assessments: <ul style="list-style-type: none"> • Observation

<p>harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied</p> <p>1.3.8.D.3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.</p> <p>1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the <u>elements of art</u> and <u>principles of design</u> in different <u>historical eras</u> and cultures.</p> <p>1.1.8.D.2 Compare and contrast various masterworks of</p>	<p>three-dimensional artworks, harmony, unity. Allegory in artworks.</p> <p>Objectives</p> <p>SWBAT Apply the principles of balance and unity in a review of masterworks of art.</p> <p>Compare and contrast artists that use allegory in their artwork.</p> <p>Discuss how various cultural traditions use allegory in their artwork, using art vocabulary.</p> <p>Define visual allegory in art.</p> <p>Create artwork that demonstrates unity and balance.</p> <p>Create artwork in a variety of mediums that uses allegory.</p>	<p>demonstrate balance and unity.</p> <p>They will be introduced to allegory exemplified in masterworks of art.</p> <p>6.2.8.D.1.b</p> <p>Students will compare the paintings by Salvator Rosa and Dosso Dossi using a Venn Diagram. How did the artists illustrate the allegory of fortune differently?</p> <p>NJSLSA.SL2</p> <p>They will research and compare and contrast two or more artists use of allegory and their styles.</p> <p>6.2.8.D.1.b, L.8.5, NJSLSA.L3, WHST.6-8.7, WHST.6-8.9, NJSLSA.SL2</p> <p>Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the by creating two- and three-dimensional artworks.</p> <p>8.EE.B, 8.G.C, 8.G.A, RST.6-8.3</p> <p>Use a broad array of <u>art media</u> and <u>art mediums</u> express creative ideas,</p>	<p>Painting Samson and Delilah: https://www.youtube.com/watch?v=xGmST-tPbGs</p> <p><u>Rubens:</u> https://www.nga.gov/content/dam/ngaweb/Education/learn/ing-resources/an-eye-for-art/AnEyeForArt-PeterPaulRubens.pdf</p> <p>Rubens and allegory: https://study.com/academy/lesson/allegory-of-the-outbreak-of-war-by-peter-paul-rubens.html</p> <p>Visual allegories: https://ackland.org/files/2016/05/AllegoriesVisual6-8LP.pdf</p> <p>Symbolism in Art: https://www.teachingchannel.org/video/symbolism-art-lesson</p> <p>Native American artists use of Allegory lessons: http://teachers.yale.edu/curriculum/viewer/initiative_06.04.03_u</p> <p>Native American artists: http://www.artcyclopedia.com/nationalities/Native_America_n.html</p>	<ul style="list-style-type: none"> • Summative non-formal assessment • Question and answer group discussion <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Reflections • Self-Assessment • Peer Assessment <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • 20 Quick Formative Assessments from the art of education: <ul style="list-style-type: none"> • Outcome Sentences • Pair-Share • 3-2-1 • Beach ball • https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/ • Gallery walk displaying student work • Admit/Exit tickets • Teacher-made check sheets and rubrics • Projects, Portfolio, Presentations
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<p>art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p> <p>1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and <u>historical eras</u>, and use these visual statements as inspiration for original artworks.</p>		<p>including visual allegories. 8.EE.B, 8.G.C, 8.G.A, RST.6-8.3</p> <p>Discuss with peers in a Socratic Seminar the use of allegory in art over time and in different cultures. 6.2.8.D.1.b</p>	<p>Socratic seminar in the art room: https://www.theartofed.com/2015/02/26/how-to-conduct-socratic-seminars-in-the-art-room/</p> <p>Comparing allegory in Salvatore Rosa and Dosso Dossi paintings: https://www.getty.edu/education/teachers/trippack/center_selfguides/downloads/allegory_comparison.pdf</p>	<ul style="list-style-type: none"> • Think, Pair, and Share
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Key Vocabulary:

- **Balance-** achieved by arranging elements on either side of the center of a composition in an equally weighted manner
- **Harmony-** the quality of how the elements are working together in a composition.
- **Unity-** occurs when all of the elements of a piece combine to make a balanced, harmonious, complete whole
- **Emphasis-** an area or object within the artwork that draws attention and becomes a focal point.
- **Allegory-** when the subject of the **artwork**, or the various elements that form the composition, is used to **symbolize** a deeper moral or spiritual **meaning** such as life, death, love, virtue, justice etc.
- **Proportion-** refers to the relative size and scale of the various elements in a design

Integration of 21st Century Standards NJSL 9:
9.2.8.B.3
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:
Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Art curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Art requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Check for understanding of directions ● Use posters with directions written in pictures in all languages ● Seat students close to the teacher. ● Incorporate visuals: graphic organizers, gestures, props 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Work with a partner ● Provide concrete examples and relate all new assignments to previously learned tasks ● Solidify and refine concepts through repetition. ● Provide extended time. ● Repeat directions ● Check for understanding of directions 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Room for Artistic Choices ● Elevated Technique Complexity ● Additional Projects ● Adaptation of requirements

space or other behaviors as needed.

- Oral prompts can be given.

Interdisciplinary Connections:

ELA - NJSLS/ELA:

RST.6-8.3 Follow Precisely A Multistep Procedure When Carrying Out Experiments, Taking Measurements, Or Performing Technical Tasks.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Social Studies:

6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Math:

8.G.A. Understand congruence and similarity using physical models, transparencies, or geometry software.

8.EE.B. Understand the connections between proportional relationships, lines, and linear equations.

8.G.C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Integration of Technology Standards NJSLS 8:

8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.3: Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4: Assess the credibility and accuracy of digital content.

8.1.8.E.1: Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

8.2.8.A.5: Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

8.2.8.B.5: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

8.1.8.C.1: Explain how different teams/groups can contribute to the overall design of a product.

8.2.2.C.2: Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.8.C.4: Identify the steps in the design process that would be used to solve a designated problem.

8.2.8.C.5: Explain the interdependence of a subsystem that operates as part of a system.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.