

# Englewood Public School District

## Visual Art

### Grade 8

#### Unit 4: Elements of Space and Shape

**Overview** Students will differentiate between “traditional” works of art and non-traditional elements of style in works of art from varied cultures and socio-historical/political contexts. They will analyze how non-traditional art may be made through unusual processes and create their own original “non-traditional” artwork.

**Time Frame:** 10-12 days

#### Enduring Understandings:

- Different cultures have created art that expresses their ideas using the elements of art.
- One can further understanding of balance, symmetry, and asymmetry by viewing works throughout various cultures and time periods.

#### Essential Questions:

- How will I be able to apply the knowledge I’ve gained from past lessons on symmetry and asymmetry to create a balanced cut paper composition that will use both?
- How will I be able to analyze and apply the Japanese principles of Notan, which is based on the balance of light and dark?
- What is negative space?
- What is positive space?

Standards	Topics and Objectives	Activities	Resources	Assessments
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<p><b>1.1.8.D.2</b> Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p> <p><b>1.1.8.D.1</b> Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.</p> <p><b>1.3.8.D.1</b> Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p><b>1.3.8.D.3</b></p>	<p style="text-align: center;"><b>Topics</b></p> <p>Balance, symmetry, asymmetry, Japanese Notan, positive and negative space.</p> <p style="text-align: center;"><b>Objectives</b></p> <p>SWBAT differentiate between “traditional” works of art and non-traditional elements of style in works of art from varied cultures and socio-historical/political contexts.</p> <p>Students will discuss how non-traditional art may be made through unusual processes and/or create unusual products.</p> <p>Students will describe how traditional and non-traditional art making was used by various cultures.</p> <p>Students will critique works of art using art vocabulary.</p> <p>Students will create their own original “non-traditional” artwork.</p> <p>Students will demonstrate understanding of positive and negative space, by describing famous works using art vocabulary.</p>	<p>Students will view artwork that is considered non-traditional (varied mediums, etc.). <b>NJSLSA.SL2</b></p> <p>Students will identify the elements of art in works of non-traditional art, using art vocabulary. <b>L.8.5</b></p> <p>Students research and describe the effect of the artwork by non-traditional artists throughout history. <b>6.2.8.D.1.b, WHST.6-8.7, WHST.6-8.9</b></p> <p>Students will choose and reflect on an artist/medium that made an impact on them. <b>NJSLSA.L3, RI.8.7</b></p> <p>Students will create their own original art using non-traditional materials. <b>8.G.C, 8.G.A.</b></p> <p>Students will view slideshows of Japanese Notan designs of positive and negative space. <b>NJSLSA.SL2</b></p> <p>They will create a piece of art that shows the interaction between dark and light, positive, negative</p>	<p>Non-Traditional Art: <a href="https://akronartmuseum.org/display/files/markmakinglessonplan.pdf">https://akronartmuseum.org/display/files/markmakinglessonplan.pdf</a></p> <p>Non-traditional art (portraits): <a href="https://artclasscurator.com/7-portraits-non-traditional-materials/">https://artclasscurator.com/7-portraits-non-traditional-materials/</a></p> <p>Analysis of Non-Traditional Art worksheet: <a href="https://artclasscurator.com/portrait-download/">https://artclasscurator.com/portrait-download/</a></p> <p>Ai Weiwei: <a href="https://www.khanacademy.org/humanities/ap-art-history/global-contemporary/a/sseeds-ai-weiwei">https://www.khanacademy.org/humanities/ap-art-history/global-contemporary/a/sseeds-ai-weiwei</a></p> <p>Bottle Cap art: <a href="http://www.maryellencroteau.net/">http://www.maryellencroteau.net/</a></p> <p>Positive and Negative Space: <a href="https://www.youtube.com/watch?v=1TsORN5_E1A">https://www.youtube.com/watch?v=1TsORN5_E1A</a></p> <p>Japanese Notan Design: <a href="https://www.youtube.com/watch?v=QIV39eFmQoU">https://www.youtube.com/watch?v=QIV39eFmQoU</a></p> <p>How to make a Notan design: <a href="https://www.youtube.com/watch?v=kFbsrJSJjho">https://www.youtube.com/watch?v=kFbsrJSJjho</a></p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Summative non-formal assessment</li> <li>• Question and answer group discussion</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Reflections</li> <li>• Self-Assessment</li> <li>• Peer Assessment</li> </ul> <p><b>Benchmark Assessment:</b> Common Formative Assessment</p> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• 20 Quick Formative Assessments from the art of education: <ul style="list-style-type: none"> <li>○ Outcome Sentences</li> <li>○ Pair-Share</li> <li>○ 3-2-1</li> <li>○ Beach ball</li> <li>○ <a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></li> </ul> </li> <li>• Gallery walk displaying student work</li> <li>• Admit/Exit tickets</li> <li>• Teacher-made check sheets and rubrics.</li> </ul>
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<p><b>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.</b></p> <p><b>1.4.8.A.1</b> Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p><b>1.4.8.A.3</b> Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p>	<p>Students will describe how different cultural traditions represent space.</p> <p>Students will create works of art that demonstrate positive and negative space.</p>	<p>and asymmetrical shapes. <b>8.G.C, 8.G.A, RST.6-8.3</b></p> <p>Students will also create a Notan cut paper collage showing the importance of both negative and positive spaces as well as symmetry, balance and harmony in design. <b>8.G.C, 8.G.A</b></p>	<p>Notan Art Tutorial: <a href="https://www.youtube.com/watch?v=U9r9jpHqeWw">https://www.youtube.com/watch?v=U9r9jpHqeWw</a></p> <p>Notan lesson: <a href="https://createartwithme.com/notan-art-lesson-positive-negative-space/">https://createartwithme.com/notan-art-lesson-positive-negative-space/</a></p>	<ul style="list-style-type: none"> <li>• Projects, Portfolio, Presentations</li> <li>• Think Pair, and Share</li> </ul>
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<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <b>Balance-</b> achieved by arranging elements on either side of the center of a composition in an equally weighted manner</li> <li>• <b>Symmetry-</b> refers to balance that is achieved by arranging elements on either side of the center of a composition in an equally weighted manner.</li> <li>• <b>Asymmetry-</b> the two sides are not identical, but differ from one another. However, the elements are arranged so that there is a sense of balance.</li> <li>• <b>Notan-</b> the combination of lights and darks especially as used in Japanese art</li> <li>• <b>Non-traditional art-</b> using materials that aren't normally seen, being sticks, leaves, or even melted crayons.</li> </ul>
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**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 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/](https://www.wida.us/standards/CAN_DOs/)

*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 requirements. This will include allowing more opportunities to demonstrate creativity.

**English Language Learners**

- 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:

**Special Education**

- 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.

**At-Risk**

- 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

**Gifted and Talented**

- 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

<p>graphic organizers, gestures, props</p>	<ul style="list-style-type: none"> <li>● Repeat directions</li> <li>● Check for understanding of directions</li> </ul>	<p>up for the student to see during the time of the lesson.</p> <ul style="list-style-type: none"> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</li> </ul>	
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**Interdisciplinary Connections:**

**ELA - NJSLS/ELA:**

RST.6-8.3 Follow Precisely A Multistep Procedure When Carrying Out Experiments, Taking Measurements, Or Performing Technical Tasks.  
 RI.8.7. Evaluate the Advantages and Disadvantages of Using Different Mediums (E.g., Print or Digital Text, Video, Multimedia) To Present A Particular Topic or Idea.  
 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.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.