

Englewood Public School District
Visual Art
Grade 6

Unit 4 - Space

Overview: This unit introduces students to the skills needed to think both critically and creatively through visual art. Students will demonstrate proficiency in identifying elements of art and principles of design with an emphasis on space. Students will demonstrate understanding of linear perspective and atmospheric perspective by identifying which type of perspective is used in various works of art. Students will create a representation of perspective using multiple media (collage, drawing, etc.) in an original art piece.

Time Frame: 10-12 days

Enduring Understandings:

- The ways in which an artist chooses to depict space depends on the message or theme they are trying to convey.
- Perspective is generated by an object’s size in relation to its place/space; mathematics becomes involved when an artist uses a vanishing point to which all angles, points and/or sides of an object align with that point.
- Space can be the given area an artist created within his/her work or space can be how that given area is utilized.

Essential Questions:

- How and why would an artist define space?
- How would the artist design land and seascapes with foreground, middle ground and background?
- How can artists draw conclusions on space?
- How does the artist use horizontal lines to describe inclusiveness?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional	<p style="text-align: center;">Topics</p> Define space; draw conclusions on space; identify (define) foreground, middle ground and background; design landscapes with foreground, middle ground and background, define linear	The students will review the elements of art and their importance. NJSLS.L.6.5., NJSLS.RST.6.8-4 Students will demonstrate understanding of linear perspective and atmospheric perspective by identifying which type of perspective is	DaVinci and Perspective: https://www.youtube.com/watch?v=JDvI-mwWrlY Da Vinci and different types of perspective (drawing machine): https://www.mos.org/leonardo/artist	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> • Common Formative Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Observation • Question and answer group discussion • Reflections

<p>artworks, using 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).</p> <p>1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple <u>art media</u> (including digital media), and apply this knowledge to the creation of original artworks.</p> <p>1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's</p>	<p>and atmospheric perspective, Da Vinci, Renaissance.</p> <p style="text-align: center;">Objectives</p> <p>SWBAT define space, locate foreground, middle ground and background.</p> <p>Define linear perspective and atmospheric perspective.</p> <p>View works of art that demonstrate linear and atmospheric perspective and compare/contrast the different types.</p> <p>Describe the use of perspective in works of the Renaissance.</p> <p>Identify how Da Vinci uses perspective in his artwork. Create original works of art that demonstrate linear and atmospheric perspective.</p> <p>Explain how Da Vinci's "drawing machine" has had an impact on society and the art world.</p>	<p>used in various works of art. NJSLSA.R7, NJSLSA.SL2.</p> <p>Students will partner with each other to list the comparisons and differences of how the artists in the Renaissance period used the elements in their respective work. NJSLSA.SL.6.1, NJSLSA.W.9, 6.2.7.D.1.b, CRP4, CRP12, 9.1.8.C.2</p> <p>Students will research and describe how Da Vinci used his "drawing machine" to create a realistic perspective. 6.2.7.D.1.b, 8.1.8.E.1, 8.2.8.C.4</p> <p>Students will write a letter to Da Vinci explaining how they learned about perspective through the use of his "drawing machine" and how it subsequently led to future innovations. NJSLSA.L6.3, 6.2.7.D.1.b, WHST.6-8.2, 8.2.8.B.5, CRP8</p> <p>Using pencils, colored pencils, oil-based paints, tempera paints and origami (paper) students will create works that demonstrate perspective in the style of Da Vinci. 6.G.A., 6.SP.B,</p>	<p>DaVinci and Perspective: activity: http://www.nytimes.com/packages/html/books/20060709leonardo-perspectograph.pdf</p> <p>Atmospheric Perspective video: https://www.youtube.com/watch?v=exYe1ZpOEow</p> <p>Examples of atmospheric perspective: http://thehelpfulartteacher.blogspot.com/2010/11/landscape-s-continuedatmospheric.html</p> <p>Atmospheric perspective: https://www.deepspacesparkle.com/the-sketchbook-project-atmospheric-perspective/</p> <p>Perspective collage: http://arteascuola.com/2014/06/perspective-in-space/</p>	<ul style="list-style-type: none"> • Self-Assessment • Peer Assessment <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Summative non-formal assessment <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 • Think, Pair, and Share
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<p>technical proficiency and the work’s content or form.</p> <p>1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the <u>elements of art and principles of design in different historical eras and cultures.</u></p> <p>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p>		<p>6.RP.A, NJSLR.RST.6.8-3, 6.G.A.1, 8.2.2.C.2, CRP6</p> <p>Students will create a representation of perspective using multiple media (collage, drawing, etc.) in one piece. 6.G.A., 6.RP.A, NJSLR.RST.6.8-3, CRP2</p> <p>Students will display their artwork and describe to an audience (students/parents, etc.) how Da Vinci’s “drawing machine” has had an impact on society and the art world. NJSLR.SL.1, NJSLR.L.6.3., 6.2.7.D.1.b, CRP1</p>		
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Key Vocabulary:

- **Space-** the dimensions of height, depth, and width within which all things exist and move
- **Foreground-** the part of a view that is nearest to the observer, especially in a picture or photograph
- **Middle ground-** the middle distance of a painting or photograph
- **Background-** the area or scenery behind the main object of contemplation, especially when perceived as a framework for it.
- **Atmospheric perspective-** method of creating the illusion of depth, or recession, in a painting or drawing by modulating color to simulate changes effected by the atmosphere on the colors of things seen at a distance.
- **Seascape-** a view of an expanse of sea
- **Landscape-** a view of an expanse of land
- **Origami-** the Japanese art of folding paper into decorative shapes and figures
- **Emphasis-** an area or object within the artwork that draws attention and becomes a focal point
- **Unity-** occurs when all of the elements of a piece combine to make a balanced, harmonious, complete whole
- **Balance-** achieved by arranging elements on either side of the center of a composition in an equally weighted manner
- **Print-making-** the process of making artworks by printing, normally on paper
- **Renaissance-** the period of European history, emerging as a distinct style in Italy in about 1400, in parallel with developments which occurred in philosophy, literature, music, and science

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.	<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.	<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	<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

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

ELA - NJSLS/ELA:
 NJSLS.RST.6.8-3 Follow Precisely A Multistep Procedure When Carrying Out Experiments, Taking Measurements, Or Performing Technical Tasks.
 NJSLS.RST.6.8-4: Determine the Meaning of Symbols, Key Terms, And Other Domain-Specific Words and Phrases as They Are Used in A Specific Scientific or Technical Context Relevant to Grades 6-8 Texts and Topics.
 NJSLS.SL.6.1. Engage Effectively in A Range of Collaborative Discussions (One-On-One, In Groups, And Teacher-Led) With Diverse Partners on Grade 6 Topics, Texts, And Issues, Building on Others Ideas and Expressing Their Own Clearly.
 NJSLSA.L.6.3. Use Knowledge of Language and Its Conventions When Writing, Speaking, Reading, Or Listening
 NJSLSA.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 NJSLS.L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Math:
 6.RP.A: Understand Ratio Concepts and Use Ratio Reasoning to Solve Problems.
 6.G.A: Solve Real-World and Mathematical Problems Involving Area, Surface Area, And Volume.
 6.G.A.1: Find the Area of Right Triangles, Other Triangles, Special Quadrilaterals, And Polygons by Composing into Rectangles or Decomposing into Triangles and Other Shapes; Apply These Techniques in The Context of Solving Real-World and Mathematical Problems.

Integration of Technology Standards NJSLS 8:
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.B.5: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
8.2.8.C.4 Identify the steps in the design process that would be used to solve a designated problem.

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.