

# Englewood Public School District

## Visual Art

### Grade 6

#### Unit 3: Form and Texture

**Overview:** This unit will identify/design forms, such as cube, cylinder, sphere, cone, pyramid, etc., as well as the principles of perspective and proportion. Students will learn and review the different types of shapes and forms and how they are represented in two dimensions as well as three dimensions. They will see the relationship between perspective and proportion and why it is important to utilize these principles when creating art. They will also be able to transform everyday 3D objects and the drawing of forms. They will also see the strong correlation between art and math.

**Time Frame:** 10-12 days

#### **Enduring Understandings:**

- Three dimensional (3D) shapes can be seen in everyday objects.
- Use of real or implied texture, along with other elements of design, can convey a variety of messages and emotions.

#### **Essential Questions:**

- How and when would an artist depict texture?
- How and why would an artist identify implied texture within art and create line/shape, contrast, emphasis, movement, rhythm and unity?

Standards	Topics and Objectives	Activities	Resources	Assessments
<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 art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p><b>1.3.8.D.6</b> Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p> <p><b>1.4.8.A.2</b> Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p>	<p style="text-align: center;"><b>Topics</b></p> <p><b>3 dimensional (3D) shapes– sphere, cone, cube, pyramid, cylinder; identify/design forms, take form and transform into everyday objects, identify implied texture</b></p> <p style="text-align: center;"><b>Objectives</b></p> <p>SWBAT - Create two- and three-dimensional works of art using the basic elements of line, shape, form, texture.</p> <p>Create original art demonstrating texture using a variety of art mediums and application methods.</p> <p>Define and identify real and implied texture in works of art.</p> <p>Create an original work of art that demonstrates implied texture.</p> <p>Critique works of art based on their effectiveness using/creating texture.</p>	<p>Students will continue developing their knowledge of form and texture, drawing and painting using tempera and watercolor paints. <b>6.G.A., 6.RP.A</b></p> <p>View various artists use of texture and discuss real vs. implied texture and how/why these elements have an impact on the design of everyday objects. <b>NJSLS.L.6.5, 6.2.7.D.1.b</b></p> <p>Students will partner with each other to list the comparisons and differences of how the artists used the elements in their respective work. <b>NJSLS.SL.6.1, NJSLS.RST.6.8-4, 9.1.8.C.2</b></p> <p>Create a piece of art that displays texture by using real world items. <b>6.G.A.</b></p> <p>Students will create a scratch art drawing that demonstrates implied texture. <b>6.G.A., NJSLS.RST.6.8-3</b></p> <p>Students will research then collaborate to create a rubric to evaluate artworks effectiveness regarding texture. <b>NJSLSA.L6.3.,</b></p>	<p>Artwork that displays texture: <a href="https://artclasscurator.com/texture-in-art-examples/">https://artclasscurator.com/texture-in-art-examples/</a></p> <p>Texture in art: <a href="http://www.artyfactory.com/art_appreciation/visual-elements/texture.html">www.artyfactory.com/art_appreciation/visual-elements/texture.html</a></p> <p>Texture in Art: <a href="https://www.ideelart.com/magazine/texture-in-art">https://www.ideelart.com/magazine/texture-in-art</a></p> <p>Real objects/nature in art: <a href="https://www.theartofed.com/lesson-plans/nature-weavings-free-lesson-plan-download/">https://www.theartofed.com/lesson-plans/nature-weavings-free-lesson-plan-download/</a></p> <p>Implied Texture &amp; Durer: <a href="https://prezi.com/iyrwf9w5inc0/texture-and-durer/">https://prezi.com/iyrwf9w5inc0/texture-and-durer/</a></p> <p>Implied texture scratch art <a href="https://www.tes.com/lessons/Q02ZA_wY6ZIVMg/copy-of-middle-school-texture-scratch-art">https://www.tes.com/lessons/Q02ZA_wY6ZIVMg/copy-of-middle-school-texture-scratch-art</a></p> <p>Rubric template: <a href="https://www.incredibleart.org/files/Rubric.htm">https://www.incredibleart.org/files/Rubric.htm</a></p> <p>Sample rubric for texture project: <a href="https://www.rcampus.com/rubricshowc.cfm?code=J5A87C&amp;sp=true&amp;nocache=1351897877239">https://www.rcampus.com/rubricshowc.cfm?code=J5A87C&amp;sp=true&amp;nocache=1351897877239</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Observation</li> <li>Question and answer group discussion</li> <li>Reflections</li> <li>Self-Assessment</li> <li>Peer Assessment</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>Summative non-formal assessment</li> </ul> <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> </ul>

		<p><b>NJSLSA.SL.2, NJSLS.SL.6.1, WHST.6-8.9.</b></p> <p>Students will also critique their artwork based on their effectiveness in creating the impression of texture, using a rubric. <b>NJSLS.SL.6.1., 9.1.8.A.1, 9.1.4.F.3</b></p> <p>Research an object in which the texture (real or implied) impacts marketing and sales of that item. Explain why. <b>NJSLSA.L.6.3, 6.2.7.D.1.b, WHST.6-8.9</b></p>		<ul style="list-style-type: none"> <li>• Teacher-made check sheets and rubrics</li> <li>• Projects, Portfolio, Presentations</li> <li>• Think, Pair, and Share</li> </ul>
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**Key Vocabulary:**

- **Form-** refers to the overall form taken by the work – its physical nature; or within a work of art it can refer to the element of shape among the various elements that make up a work
- **Texture-** the feel, appearance, or consistency of a surface or a substance
- **Actual texture-** things that feel just as they appear
- **Implied texture-** texture that is created to look like something it is not
- **Sphere-** a round solid figure, or its surface, with every point on its surface equidistant from its center
- **Cube-** a solid bounded by six equal squares
- **Pyramid-** a solid having a polygonal base, and triangular sides that meet in a point
- **Cylinder-** a solid geometric figure with straight parallel sides and a circular or oval cross section
- **Cone-** a solid or hollow object that tapers from a circular or roughly circular base to a point
- **Three-dimensional-** having or appearing to have length, breadth, and depth
- **Two-dimensional-** having or appearing to have length and breadth but no depth
- **Perceived surface quality-** an element of two-dimensional and three-dimensional designs and is distinguished by its perceived visual and physical properties
- **Actual-** existing in fact, typically as contrasted with what was intended, expected, or believed
- **Simulated-** manufactured in imitation of some other material
- **Abstract-** existing in thought or as an idea but not having a physical or concrete existence

- **Invented texture**– texture created to look like something it is not

**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/](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.

**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 up for the student to see during the time of the lesson.
- Review behavior expectations

**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>and make adjustments for personal space or other behaviors as needed.</p> <ul style="list-style-type: none"> <li>● Oral prompts can be given.</li> </ul>	
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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.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

**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.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.

**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.