

Englewood Public School District

Visual Art

Grade 6

Unit 2: Principles of Art

Overview: This unit will cover the principles of design, balance, pattern, movement, emphasis, proportion, rhythm, variety, and harmony. The unit will give a brief overview of principles and the learner will evaluate the relationships between them and their purposes in creating good art. They will study other cultures focusing on how art impacts their societal beliefs and how the principles hold significance in the art they create. They will also examine how the principles are used to manipulate the elements of art and how various artists use the principles to establish their personal style.

Time Frame: 10-12 days

Enduring Understandings:

- The elements are the basic visual symbols an artist uses to create works of art whereas the principles are the manipulation of those elements.
- The principle of movement focuses on the path the viewer's eye takes through the work of art, often to focal areas.
- Movement can be directed along lines, edges, shape, and color within the work of art.
- Mathematical concepts like perspective play a large role in the principles of art.

Essential Questions:

- What is the relationship between the elements of art and the principles of design?
- How does movement further engage the viewer in the artwork?
- How will the artist be able to create art synthesizing shape and unity?
- How will the artist be able to critique a piece of art with focus on shape and line?
- How and why would an artist depict a place? Realistic? Imaginary?
- How does math influence perspective in art?
- What is space, in relation to visual art?

Standards	Topics and Objectives	Activities	Resources	Assessments
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<p>1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p> <p>1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>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 artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied</p> <p>1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the</p>	<p style="text-align: center;">Topics</p> <p>Apply using principles of shape and math, mood of artwork.</p> <p style="text-align: center;">Objectives</p> <p>SWBAT- Identify artwork by various artists (Britto, Warhol) that represent a specific genre (Pop Art) based on common characteristics.</p> <p>Identify the elements of art (rhythm, pattern, repetition) and discuss how they were used in the work to create a specific mood or convey a message.</p> <p>Describe the similarities and differences in work by artists from the same genre using art terminology.</p> <p>Describe the various genres of art studied and their use of rhythm in art.</p> <p>Create artwork in the style of artists from the Pop Art movements, demonstrating the element of art (rhythm).</p> <p>Compare and contrast the use of rhythm in artworks from various cultures</p>	<p>The students will review the elements of art and their importance.</p> <p>Students will view works of art by artists from various genres and identify common characteristics. NJSLSA.L6.1</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. NJSLSA.SL.6.1, NJSLSA.SL.2</p> <p>They will then share their findings with the group. based on their list begin to introduce the principles, i.e., the pattern of colors, the movement of the lines, the focal point of the work. (emphasis). NJSLS. RST.6.8-4, NJSLSA.L.6.3</p> <p>As a studio activity, students will produce their own patterns incorporating rhythm or a drawing with purposeful movement. 6.G.A, 6.RP.A6.SP.B, NJSLS.RST.6.8-3</p> <p>Collaborate with a small group to apply what was learned about rhythm, and create a PowerPoint</p>	<p>Rhythm in Art: https://www.youtube.com/watch?v=ybjNrOArVzA</p> <p>Global Pop Art Movement https://www.huffingtonpost.com/uncle-louie/britto-the-globalization-b_8107062.html</p> <p>Art & Math (pattern): https://artclasscurator.com/art-and-math-projects/</p> <p>Warhol's' works that display rhythm: https://www.weinerelementary.org/warhol-and-pattern.html</p> <p>Britto lesson: https://kimballartcenter.org/wp-content/uploads/2017/09/EVA_2017-20182.pdf</p> <p>Warhol printmaking lesson: https://createartwithme.com/pop-art-self-portrait-warhol-printmaking-lesson/</p> <p>Aboriginal art (rhythm): https://www.aboriginal-art-australia.com/aboriginal-art-library/aboriginal-dot-art-behind-the-dots/</p> <p>African textiles (rhythm): https://museum.gwu.edu/weaving-abstraction-kuba-textiles-and-woven-art-central-africa</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> Class Discussion Teacher observation Rubric Checklist Self-assessment Group work <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
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<p>elements of art and principles of design in different historical eras and cultures.</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>1.3.8.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>1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p>	<p>(aboriginal, African textiles, mosaics, etc.).</p>	<p>presentation displaying the use of rhythm in visual art throughout many time periods and cultures. 6.G.A, 6.SP.B, NJSLA.RI 6.7, NJSLA.SL.6.1, NJSLS.RST.6.8-7, 6.2.7.D.1.b</p>	<p>Mosaic (rhythm): https://festival.si.edu/blog/rhythm-movement-in-mosaic</p> <p>Mosaic: https://en.wikipedia.org/wiki/Mosaic</p>	<ul style="list-style-type: none"> • Projects, Portfolio, Presentations • Think, Pair, and Share
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1.4.8.A.3
Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.8.A.7
Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

Key Vocabulary:

- **Line-** an element of art defined by a point moving in space, may be two-or three-dimensional, descriptive, implied, or abstract
- **Shape-** the form of an object or its external boundary, outline, or external surface
- **Balance-** achieved by arranging elements on either side of the center of a composition in an equally weighted manner
- **Proportion-** refers to the relative size and scale of the various elements in a design
- **Contrast-** the arrangement of opposite elements (light vs. dark colors, rough vs. smooth textures, large vs. small shapes, etc.) in a piece so as to create visual interest, excitement, and drama
- **Emphasis-** an area or object within the artwork that draws attention and becomes a focal point
- **Pattern-** a repeated decorative design
- **Rhythm-** repeating any of the elements of design (line, color, texture and pattern, light, and scale and proportion) or other design concepts in an organized and regular way
- **Unity-** occurs when all of the elements of a piece combine to make a balanced, harmonious, complete whole
- **Variety-** a theory of design that indicates the manner of mixing artistic elements to achieve complex and detailed relationships
- **Harmony-** the quality of how the elements are working together in a composition
- **Medium-** refers to the materials that are used to create a work of art
- **Media-** the main means of mass communication (broadcasting, publishing, and the Internet), regarded collectively
- **Globalization-** the process by which businesses or other organizations develop international influence or start operating on an international scale

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: 	<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. 	<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 	<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

<p>graphic organizers, gestures, props</p>	<ul style="list-style-type: none"> ● Repeat directions ● Check for understanding of directions 	<p>and make adjustments for personal space or other behaviors as needed.</p> <ul style="list-style-type: none"> ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Adaptation of requirements
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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.RST.6.8-7: Integrate Quantitative or Technical Information Expressed in Words in A Text with A Version of That Information Expressed Visually (E.g., In A Flowchart, Diagram, Model, Graph, Or Table).
 NJSLSA.RI 6.7. Integrate Information Presented in Different Media or Formats (E.g., Visually, Quantitatively) As Well As in Words to Develop A Coherent Understanding of a Topic or Issue
 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.L6.3. Use Knowledge of Language and Its Conventions When Writing, Speaking, Reading, Or Listening
 NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies:

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

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.

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.

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.