

# Englewood Public School District

## Visual Art

### Grade 7

#### Unit 1: The Principles of Balance and Symmetry

**Overview:** In this unit, students will identify the ways in which an artist chooses to depict space through the use of balance. Through research and application, students will draw conclusions on space, focusing on symmetry and asymmetry.

**Time Frame:** 22-24 days

#### Enduring Understandings

- The Art Nouveau movement affected and inspired future artistic movements.
- Understanding balance and symmetry can aid an artist in depicting a message or idea.
- Patterns of symmetry and asymmetry can affect the audience in different ways.

#### Essential Questions:

- What effect did the Art Nouveau movement have on future movements/artists?
- How does balance and the use of symmetry affect the viewer?
- Why did Gustav Klimt choose to paint in the style he did, and how did his use of pattern affect the imagery?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.3.8.D.3</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.</p> <p><b>1.3.8.D.5</b></p>	<p style="text-align: center;"><b>Topics</b></p> <p>Art Nouveau, symmetry/asymmetry drawing techniques, creating the illusion of depth, elements of space and line, crosshatching, sphere</p> <p style="text-align: center;"><b>Objectives</b></p> <p>SWBAT identify the common characteristics of</p>	<p>Students will view slideshows of a variety of styles and works from the Art Nouveau movement and identify common characteristics of works.</p> <p><b>6.2.8.D.1.b</b></p> <p>Students will research the Art Nouveau movement and create a “web page” describing the historical time period, influences of</p>	<p>Art Nouveau Movement: <a href="https://www.theartstory.org/movement-art-nouveau.htm">https://www.theartstory.org/movement-art-nouveau.htm</a></p> <p>Who is Gustav Klimt?: <a href="https://www.youtube.com/watch?v=CXQ7n0ezr_A">https://www.youtube.com/watch?v=CXQ7n0ezr_A</a></p> <p>Gustav Klimt brief biography: <a href="https://www.youtube.com/watch?v=WSZEX3ksUe0">https://www.youtube.com/watch?v=WSZEX3ksUe0</a></p> <p>Balance in artwork:</p>	<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>Benchmark Assessment:</b></p>

<p><b>Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.</b></p> <p><b>1.4.8.A.1</b> <b>Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</b></p> <p><b>1.4.8.A.7</b> <b>Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</b></p> <p><b>1.1.8.D.2</b> <b>Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</b></p>	<p>art work created during the Art Nouveau movement.</p> <p>SWBAT describe the important contributions of the Art Nouveau movement to the art world.</p> <p>SWBAT describe the elements of pattern (symmetry/ asymmetry) in artworks.</p> <p>SWBAT will use the elements of line and shape in the creation of decorative patterns.</p> <p>SWBAT describe the use of pattern by Gustav Klimt.</p> <p>SWBAT critique works of art, describing their observations and emotional responses.</p> <p>Students will use symmetry to create an original work of art in the style of Gustav Klimt.</p>	<p>other art movements, 1 artist and influences it has had on the world of art. <b>RST.6-8.7, NJSLA.SL2, WHST.6-8.8, WHST.6-8.7, WHST.6-8.9</b></p> <p>Students will share their web pages in small groups demonstrating an understanding of the Art Nouveau movement. <b>SL.7.1, L.7.3</b></p> <p>In groups students will describe pattern by creating a list of descriptive words. <b>SL.7.1</b></p> <p>Students will create artwork demonstrating the use of pattern in the style of Klimt. <b>7.G.A, 7.G.B.6, RST.6-8.3,</b></p> <p>Students will demonstrate the use of symmetry/ asymmetry in original art. <b>7.G.A, L.7.5, 7.RP.A, 7.G.A.1, 7.G.A.2, 7.RP.A.2.a, 7.RP.A.2.b</b></p> <p>Students will write a review of one piece of art that they viewed that evoked an emotional response. <b>RST.6-8.4, L.7.3.</b></p>	<p><a href="https://artclasscurator.com/art-works-that-show-balance/">https://artclasscurator.com/art-works-that-show-balance/</a></p> <p>Symmetry in Art lesson: <a href="https://createartwithme.com/types-balance/">https://createartwithme.com/types-balance/</a></p> <p>Patterns/Radial Symmetry (name tile): <a href="https://www.youtube.com/watch?v=yY7qjXVSz4">https://www.youtube.com/watch?v=yY7qjXVSz4</a></p> <p>Using Pattern like Klimt: <a href="https://kinderart.com/art-lessons/sculpture/building-a-klimt/">https://kinderart.com/art-lessons/sculpture/building-a-klimt/</a></p> <p>Klimt Scratch Board Project: <a href="https://naea.digication.com/morningstar/Gustav_Klimt_Self_Portraits">https://naea.digication.com/morningstar/Gustav_Klimt_Self_Portraits</a></p>	<p>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> <li>• Projects, Portfolio, Presentations</li> <li>• Think Pair, and Share</li> </ul>
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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

- **Symmetry**- refers to balance that is achieved by arranging elements on either side of the center of a composition in an equally weighted manner.
- **Asymmetry**- the two sides are not identical, but differ from one another. However, the elements are arranged so that there is a sense of balance.
- **Radial symmetry**- a type of balance in which the parts of an object or picture are regularly arranged and radiate from a central point
- **Print Making**- the process of making artworks by printing, normally on paper.
- **Linear Perspective**- a system of creating an illusion of depth on a flat surface. All parallel lines (orthogonal) in a painting or drawing using this system converge in a single vanishing point on the composition's horizon line.
- **Art Nouveau**- characterized by its use of a long, sinuous, organic line and was employed most often in architecture, interior design, jewelry and glass design, posters, and illustration.

**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	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● Speak and display terminology and movement</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>● Work with paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of</li> </ul>

<ul style="list-style-type: none"> <li>● Word walls</li> <li>● Check for understanding of directions</li> <li>● Use posters with directions written in pictures in all languages</li> <li>● Seat students close to the teacher.</li> <li>● Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<ul style="list-style-type: none"> <li>● Work with a partner</li> <li>● Provide concrete examples and relate all new assignments to previously learned tasks</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Provide extended time.</li> <li>● Repeat directions</li> <li>● Check for understanding of directions</li> </ul>	<ul style="list-style-type: none"> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</li> </ul>	<p>lessons</p> <ul style="list-style-type: none"> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Room for Artistic Choices</li> <li>● Elevated Technique Complexity</li> <li>● Additional Projects</li> <li>● Adaptation of requirements</li> </ul>
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**Interdisciplinary Connections:**

**ELA - NJSL/ELA:**

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

**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.

**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).

**SL.7.1.** Engage Effectively in A Range of Collaborative Discussions (One-On-One, In Groups, And Teacher-Led) With Diverse Partners on Grade 7 Topics, Texts, And Issues, Building on Others Ideas and Expressing Their Own Clearly.

**L.7.3.** Use Knowledge of Language and Its Conventions When Writing, Speaking, Reading, Or Listening

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

**L.7.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**WHST.6-8.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**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:**

**7.RP.A:** Analyze proportional relationships and use them to solve real-world and mathematical problems.

**7.G.A:** Draw, Construct, And Describe Geometrical Figures and Describe the Relationships Between Them.

**7.G.A.1:** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

**7.G.A.2:** Draw (with technology, with ruler and protractor, as well as freehand) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

**7.G.B.6:** Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects

**7.RP.A.2.a:** Decide Whether Two Quantities Are in A Proportional Relationship, E.g., By Testing for Equivalent Ratios in A Table or Graphing on A Coordinate Plane and Observing Whether the Graph Is A Straight Line Through the Origin.

**7.RP.A.2.b:** Identify the Constant of Proportionality (Unit Rate) In Tables, Graphs, Equations, Diagrams, And Verbal Descriptions of Proportional Relationships.

**Integration of Technology Standards NJSLs \*;**

**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.