

# Englewood Public School District

## Visual Art

### Grade 7

#### Unit 4: Element of Value

**Overview:** In this unit, students will explore the element of value through research and application. Students will demonstrate visual understanding of the element of value by applying an element of a flat 2-D shape into a 3-D form.

**Time Frame:** 22-24 days

**Enduring Understandings:**

- The element of value is the lightness or darkness of tones or colors.
- Value is one of the seven elements of art and deals with the lightness or darkness of a color.
- Since we see objects and understand objects because of how dark or light they are, value is incredibly important to art.

**Essential Questions:**

- Why is value important to understanding and creating art?
- What is the element of value?
- What is the texture implied in the images that we see and create?

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>1.3.8.D.1</b> <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</b>	<p style="text-align: center;"><b>Topics</b></p> <p><b>flat 2-D shape, 3-D form, depth and definition of a sphere, math and art.</b></p> <p style="text-align: center;"><b>Objectives</b></p> <p>SWBAT demonstrate visual understanding of the element of value by applying the element in their own artwork.</p>	<p>Students will explore how math and art intersect.  <b>7.RP.A, 7.G.A, 7.G.B.6</b></p> <p>Students will access prior knowledge utilizing their previous experience in art through shading, color, hue, patterns, shape, space, etc.  <b>7.RP.A, 7.G.A, 7.G.B.6</b></p>	<p>Picasso works/Value:  <a href="https://en.wikipedia.org/wiki/Guernica_(Picasso)">https://en.wikipedia.org/wiki/Guernica_(Picasso)</a></p> <p>Escher works/Value/Shading:  <a href="https://www.mcescher.com/gallery/">https://www.mcescher.com/gallery/</a></p> <p>Escher’s Art (lessons):  <a href="https://akronartmuseum.org/pdf/escher.pdf">https://akronartmuseum.org/pdf/escher.pdf</a></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>the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</b></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>1.1.8.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>1.3.8.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.2</b></p>	<p>Students will demonstrate an understanding of value.</p> <p>Students will apply their knowledge of value as they create a value scale.</p> <p>Students will demonstrate an understanding of value by apply it in their own artwork.</p> <p>Students will use art vocabulary to discuss the artwork that they view.</p> <p>Students will describe the symbolism found in famous artwork (Escher).</p>	<p>Students will be asked to describe value in works of art. <b>7.RP.A.2</b></p> <p>Students will view works by Escher and describe how he creates visual depth. <b>6.2.8.D.1.b, NJSLA.SL2</b></p> <p>In small groups, students will describe the symbolism displayed in works of art (Escher). <b>6.2.8.D.1.b, SL.7.1, RST.6-8.7</b></p> <p>Students will apply knowledge of value scale and shading in an original work of art. <b>7.G.A.1, 7.G.A, 7.G.A.2</b></p> <p>Students will partner with a peer and research various common symbols in famous artwork. <b>WHST.6-8.7, WHST.6-8.9, L.7.3, SL.7.1</b></p> <p>Students will apply what they learned about symbolism in their own works of art. <b>7.G.A.1, 7.G.A, 7.G.A.2, RST.6-8.3</b></p>	<p>Value in Shading: <a href="https://lundgrenart.weebly.com/value--shading.html">https://lundgrenart.weebly.com/value--shading.html</a></p> <p>Creative Value Scale Project: <a href="https://artisun.blogspot.com/search/label/7th%20Grade%20Value%20Scales">https://artisun.blogspot.com/search/label/7th%20Grade%20Value%20Scales</a></p> <p>Escher's Eye: <a href="https://www.wikiart.org/en/m-c-escher/eye">https://www.wikiart.org/en/m-c-escher/eye</a></p> <p>Escher Eye Project: <a href="https://artprojectsforkids.org/m-c-escher-eye-drawing/">https://artprojectsforkids.org/m-c-escher-eye-drawing/</a></p> <p>Symbolism in Art: <a href="https://www.tate.org.uk/art/art-terms/s/symbolism">https://www.tate.org.uk/art/art-terms/s/symbolism</a></p>	<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> <li>• Projects, Portfolio, Presentations</li> <li>• Think, Pair, and Share</li> </ul>
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**Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.**

**1.3.8.D.5**

**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.**

**Key Vocabulary:**

- **Value-** the lightness or darkness of tones or colors
- **Hue-** a color or a shade that's true
- **Tint-** a mixture of a color with white, which reduces darkness, while a shade is a mixture with black, which increases darkness
- **Shade-** a mixture with black, which increases darkness
- **Monochromatic colors-** derived from a single base hue and extended using its shades, tones and tints
- **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.
- **Crosshatch-** uses fine parallel lines drawn closely together to create the illusion of shade or texture in a drawing.
- **Value scale-** a system of organizing values, consisting of nine values ranging from white to black, with several shades of gray in between
- **Cast shadow-** not a solid shape but varies in tone and value
- **Core shadow-** the darkest area of the shadow on the sphere
- **Compass-** a technical drawing instrument that can be used for inscribing circles or arcs

- **Tortillon-** a cylindrical drawing tool, tapered at the end and usually made of rolled paper, used by artists to smudge or blend marks made with charcoal, Conté crayon, pencil or other drawing utensils
- **Kneaded eraser-** can be shaped by hand for precision erasing, creating highlights, or performing detailing work

**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> <li>● Word walls</li> <li>● Check for understanding of directions</li> <li>● Use posters with directions</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> <li>● Work with a partner</li> <li>● Provide concrete examples and relate all new assignments to previously</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> <li>● Increase one on one time</li> <li>● Teachers may modify</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 lessons</li> <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> </ul>

<p>written in pictures in all languages</p> <ul style="list-style-type: none"> <li>● Seat students close to the teacher.</li> <li>● Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<p>learned tasks</p> <ul style="list-style-type: none"> <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>	<p>instructions by modeling what the student is expected to do</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>● Adaptation of requirements</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.

**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

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

**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:** 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.

**Integration of Technology Standards NJSL 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.