

# Unit #2: Shape & Space

Content Area: **Fine and Performing Arts**  
Course(s): **Art 1**  
Time Period: **October**  
Length: **5 weeks**  
Status: **Published**

## Unit Overview

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The Shape unit builds off of the line unit, here students learn how to enclose a line to create different types of shapes. Students are then taught about organic vs. geometric shapes as well as how create pattern by repeating shapes. The main focuses of study include Picasso Inspired Cubist designs, and Romero Britto Pattern Designs. Mediums of focus include watercolor pencil and marker. Students are also introduced to a variety of art history movements as well as famous artists.

Students will be able to complete the following Shape Projects and gain the following skills using the “Creation” standard 1.1 though the “Critique” Standard 1.6:

- Romero Britto Design
- Picasso Cubism Design
- Repetition of Shape creates pattern
- Art of Romero Britto & other pop artists
- Art of Picasso and other Cubist artists
- Fractured planes and distortion

## Enduring Understanding

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AR.K-12.1.1.A and B.2	The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.
AR.K-12.1.2.A-D.1	The arts serve multiple functions: enlightenment, education, and entertainment.
AR.K-12.1.2.A-D.2	Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.

## Essential Questions

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- What is the difference between organic and geometric shapes?
- What is a pattern and how can it be applied to create a successful work of art?

- What is a shape and how can the element of shape be varied to create an interesting composition?

## Lesson Titles/Objectives

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- 1. Romero Britto Pattern Design: Students will be able to create an original work of art by creating patterns in the style of pop artist Romero Britto.
- 2. Picasso Cubist Design: Students will be able to apply the techniques learned with colored pencil to create a cubist design by using geometric shapes in the style of Picasso.

## Standards/ Indicators/ Student Learning Objectives

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VA.9-12.1.5.12acc.Cr	Creating
VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12acc.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
VA.9-12.1.5.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.

## Career Readiness, Life Literacies, & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

## Inter-disciplinary Connections

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater

good.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

## Warm-Up

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- Discussion of the lesson
- Recap of day prior
- Students will be asked the daily "Question of the day" which will be a warm-up question pertaining to the daily activity. Students will write the both the question and the answer in their Question of the Day packets.

## Anticipatory Set

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- current event of the arts
- scholastic magazine article discussion
- Video clip

## Instructional Strategies/Learning Activities/Level of Blooms/DOK

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- • shading and painting technique with watercolor pencil demo and practice
- • value scale in watercolor pencil
- pattern design worksheet and drawing practice
- Picasso Modern Master video
- Powerpoint and Scholastic Magazine on Picasso
- Romero Britto video and powerpoint
- Students will be able to apply techniques learned to create an original work of art. They will then analyze what they have done and evaluate their progress.
- What is a pattern? worksheet

## Closure

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- • Students will complete a self assessment exercise
- • Students will complete the 3-2-1 activity
- Oral review or discussion on the lesson
- Students will again be posed the Question of the Day to wrap up the daily activities. They will then

answer as a class and make sure to have the correct answer written in their Question of the Day packets. This will reiterate the daily objective as well as clarify anything that needs clarification.

## **Modifications**

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- •Adapt the extent to which a learner is actively involved in the task.
- •Adapt the goals or outcome expectations while using the same materials.
- •Adapt the skill level, problem type, or the rules on how the learner may approach the work.
- •Adapt the time allotted and allowed for learning, task completion or testing.
- •Adapt the way instruction is delivered to the learner.
- •Increase the amount of personal assistance with specific learner.

## **At Risk Modifications**

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- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **ELL Modifications**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

## **504 and IEP Accommodations and Modifications**

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- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **Gifted and Talented Modifications**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **Benchmark Assessments**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Formative Assessment**

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- Daily walk arounds assessing student progress
- peer critique of work in progress
- Preliminary Sketches/Sketchbook Assignments
- Question of the Day
- self critique of work in progress

## **Summative Assessment**

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- Marking Period 1 Assessment
- Project: Pablo Picasso Inspired Cubism Designs- watercolor
- Project: Romero Britto Pattern Designs-marker

## Resources & Materials

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- Art Elements Student Booklet
- Powerpoint Presentation
- Scholastic Magazine Periodical
- Smartboard Interaction
- Various Books and videos on specific artists
- Video Clip

## Technology

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- Chromebook
- IPevo demonstration camera
- Prometheum Board
- Smart Devices

TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.12.B.CS2	The effects of technology on the environment.
TECH.8.2.12.C.CS1	The attributes of design.