Unit 2: Shape

Content Area: **Arts**
Course(s): **Peer Outreach**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

1.3.1	Apply elements and media common to the arts to produce a work of art.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
	How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Enduring Understandings

1. Geometric shapes are shapes related to math: circle, square, rectangle, triangle, etc.
2. Organic shapes are free-form shapes related to nature.
3. A pattern is made by repeating a shape or decorative design.

Essential Questions

1. What is a geometric shape? (What is a “math” shape?)
2. What is an organic shape? (What is a “nature” shape?)
3. How do you create a pattern?

Knowledge & Skills

Find basic geometric shapes and name them.

Define and identify organic shapes in nature.

Recognize the difference between geometric and organic shapes.

Distinguish between shape (2D) and form (3D).

Differentiate between 2D and 3D shapes, and classify various shapes based on their properties.

Create patterns using various elements and sequences.

Resources & Materials

Visual aids/examples

Adaptive tools- Larger brushes, pencils, modified scissors, sensory-friendly materials

Google Suite - https://gsuite.google.com/

Youtube- https://www.youtube.com/

Transfer Goals

1. Students will be able to identify and differentiate between geometric and organic shapes, understanding their characteristics and applications in art.
2. Students will be able to create patterns by repeating shapes or decorative designs, utilizing both geometric and organic shapes.

Assessments

Students work together to create a mural using various shapes and patterns.

Students will go on a shape scavenger hunt around the school where they find and photograph different shapes.

Students will display their shape artworks created throughout the unit.

Shapes Rubric

Assessments

Modifications

Modifications:

Repeat, reword, clarify directions

Preferential seating

Modify tests

Extended time on due dates

Visual Aids

Adapted Materials

ARTS IEP Modification

Visual Aids: Create visual aids to provide friendly reminders. These can include step-by-step instructions, visual cues, and prompts to support students during art activities.

Adapted Materials: Provide alternative materials when necessary. Consider using adaptive tools such as larger brushes, modified scissors, or sensory-friendly materials.

Flexible Seating and Workspace: Arrange the art room to accommodate different mobility needs. Ensure that students can access materials comfortably.

Individualized Goals: Set individualized art goals for each student. Tailor projects to their abilities and interests.

Sensory Considerations: Be aware of sensory sensitivities. Adjust lighting, noise levels, and other environmental factors as needed.