Unit 7: Space

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.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.

Enduring Understandings

1. The foreground is the area of the artwork that appears closer to the viewer.
2. The background is the area of the artwork that appears further away from the viewer.
3. Larger objects are typically placed in the foreground, while smaller objects are placed in the background to create depth.

Essential Questions

1. What is the foreground in an artwork?
2. What is the background in an artwork?
3. Where do you place larger objects, and where do you place smaller objects to create depth?

Knowledge & Skills

Look at art reproductions and discuss what looks closer/farther away.

Identify and create a foreground, middle ground, and background.

Draw objects in the foreground larger and objects in the background smaller.

Begin able to recognize positive and negative space

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 understand and apply the concepts of foreground and background to create depth in their artwork.
2. Students will be able to strategically place larger and smaller objects in their artwork to enhance the perception of space and depth.

Assessments

Students will add artwork to their virtual gallery (Google Sites).

Students work collaboratively to create a mural using techniques learned about space in art.

Students write statements reflecting on how they used space in their artworks.

Space 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.