

Unit 1: Form Copied from: Art 7, Copied on: 12/15/21

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 7 FORM

Belleville Board of Education

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Belleville, NJ 07109

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Unit Overview

In this unit, students will study how artists create 3D compositions or the illusion of 3D form in a 2D composition. They will view examples of form in art and apply previous knowledge about shape and value to understand the concept. Students will understand that form can be actual (as in sculpture) or implied (as in drawn or painted using shadows and highlights for realism). Students will also examine techniques how to transform 2D materials into 3D objects through paper manipulation. Students will learn to create actual 3D forms and then create a 2D implied representation of the form that they built.

In grade 7, students will be able to assimilate the art concept, and then apply it to the creation of 3D paper letter forms. Students will select a 4 or 5 letter words and then fold paper to create a 3D letter to spell out the selected word of choice. Letters will be affixed to paper and then photographed using a light source that will create areas of cast shadow. Using the photograph as a guide, students will then draw the paper word recreating the highlighted and shaded areas rendering a 2D version of their 3D idea. Actual 3D letters, photographs and drawings will be displayed together for comparison.

Enduring Understanding

Through the exploration of visual relationships, aesthetics and the relationship between form and space, one can develop a better understanding of the world and environment.

Essential Questions

Overarching: The “Big Idea”:

Why do artists past and present feel compelled to create complex 3D art forms rather than 2D art?

Topical: Unit or lesson specific but promoting inquiry:

What is the difference between forms represented on a 2D surface and 3D sculpture?

Does the outcome of sculpture differ by media?

Does sculpture ever have a utilitarian purpose?

How can sculpture evoke mood for the viewer?

How does sculpture rely on balance to be sustainable?

How does sculpture differ by culture, and throughout history?

Where in the everyday environment can examples of sculptures be seen?

Does the creation of sculpture vary using different media?

Does sculpture always have to be large?

Can sculpture be worn?

Does form influence industry and consumers?

Exit Skills

By the end of Unit 1, 7th grade Visual Art Students Should be able to:

- Understand 3D form has height, width, and depth that produce shadows and can be viewed "in the round" from all directions
- Recognize that relief sculpture shows depth and shadow but cannot be viewed from behind
- Compare sculptural types: additive, subtractive or kinetic
- Investigate how sculpture takes up physical positive space, creating areas of negative space that can be considered part of the composition
- Sculpture requires balance in order to remain intact
- Describe the unexpected characteristics of kinetic sculptural art
- Compare and contrast the characteristic of shape versus form
- Compare and contrast additive versus subtractive sculpture
- Compare utilitarian and non-utilitarian sculptures
- Create and invent examples of sculptural tools, media and methods
- Create an original sculpture demonstrating the use of balance

New Jersey Student Learning Standards (NJSL-S)

VPA.1.1.8	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.8.D	Visual Art
VPA.1.1.8.D.1	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.
VPA.1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
VPA.1.1.8.D.CS1	Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
VPA.1.1.8.D.CS2	The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.
VPA.1.2.8	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.8.A	History of the Arts and Culture
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.2.8.A.CS1	Technological changes have and will continue to substantially influence the development and nature of the arts.
VPA.1.2.8.A.CS2	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
VPA.1.2.8.A.CS3	The arts reflect cultural morays and personal aesthetics throughout the ages.
VPA.1.3.8	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.8.D	Visual Art
VPA.1.3.8.D.1	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 the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	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.
VPA.1.3.8.D.3	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.

- VPA.1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
- VPA.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.
- VPA.1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
- VPA.1.3.8.D.CS1 The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
- VPA.1.3.8.D.CS2 Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
- VPA.1.3.8.D.CS3 The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.
- VPA.1.3.8.D.CS4 Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
- VPA.1.3.8.D.CS5 Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.
- VPA.1.3.8.D.CS6 The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.
- VPA.1.4.8 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
- VPA.1.4.8.A Aesthetic Responses
- VPA.1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
- VPA.1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- VPA.1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- VPA.1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- VPA.1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- VPA.1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- VPA.1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
- VPA.1.4.8.A.CS1 Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
- VPA.1.4.8.A.CS2 Art may be used for utilitarian and non-utilitarian purposes.
- VPA.1.4.8.A.CS3 Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.

VPA.1.4.8.A.CS4	Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.
VPA.1.4.8.A.CS5	Symbolism and metaphor are characteristics of art and art-making.
VPA.1.4.8.A.CS6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.1.4.8.A.CS7	Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
VPA.1.4.8.B.CS1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
VPA.1.4.8.B.CS2	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
VPA.1.4.8.B.CS3	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

Interdisciplinary Connections

- English and Language Arts
- Science
- Sociology/Psychology
- History
- Mathematics

Learning Objectives

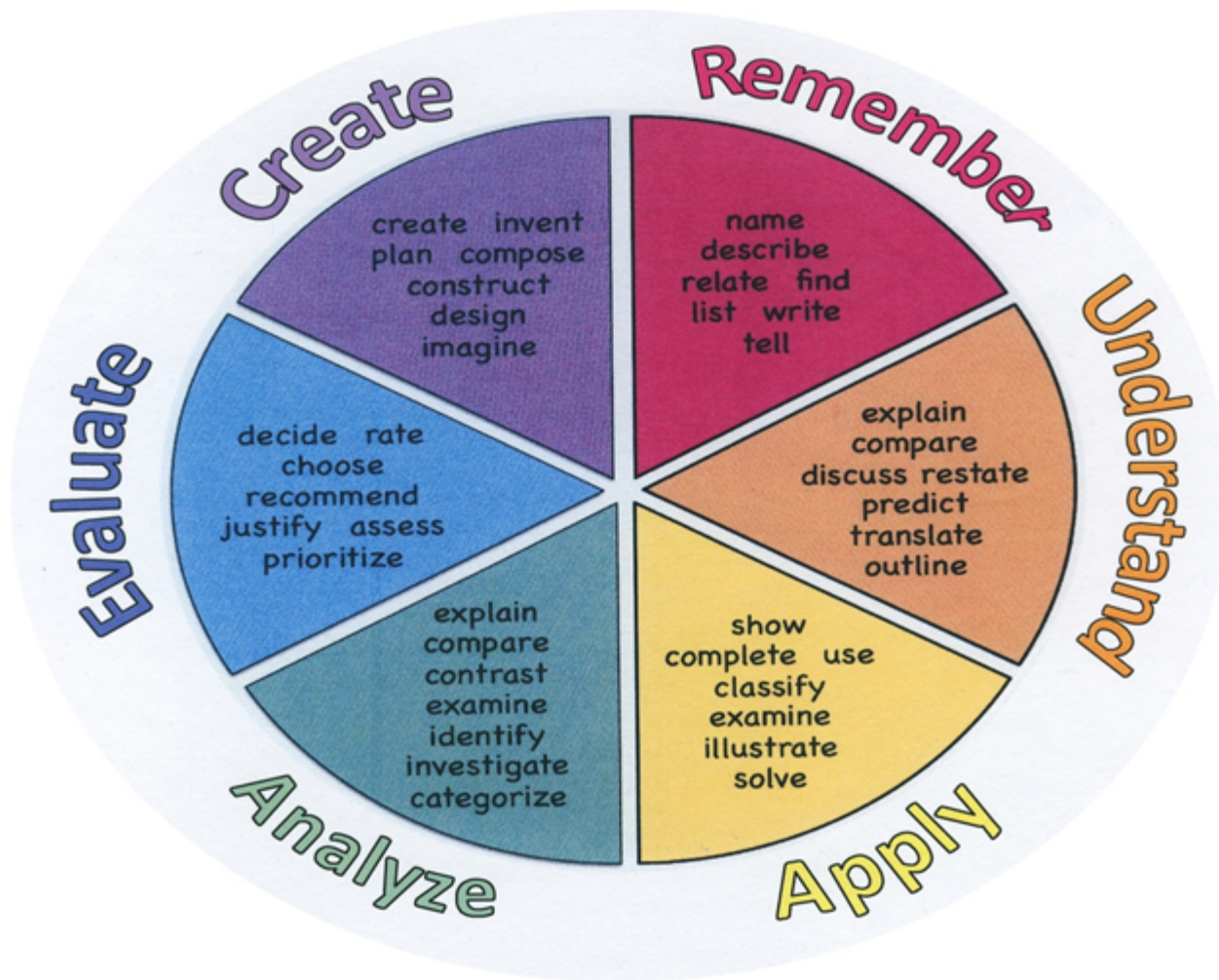
After completing VISUAL ARTS UNIT 1 FORM, students will be able to:

- **Analyze** a 3D form examining its height, width, and depth and how it produces shadows and can be viewed
- **Explain** how relief sculpture is created
- **Evaluate** the differences between additive, subtractive or kinetic and provide examples of each
- **Identify** the relationship of the positive and negative space occupied by a sculptural piece
- **Identify** the points of balance used in a particular artwork so that the sculpture remains intact

- **Describe** the unexpected characteristics of kinetic sculptural art
- **Reimagine** a 2D composition as a 3D form
- **Reinvent** a 3D composition as a 2D representation
- **Compare and contrast** the characteristic of shape versus form
- **Compare and contrast** additive versus subtractive sculpture
- **Compare and contrast** utilitarian and non-utilitarian sculptures and provide examples
- **Create and invent** examples of sculptural tools, media and methods
- **Design and create** an original sculpture demonstrating the use of balance.
- **Critique** the work of other artists and **hypothesize** how they used balance in their sculptures, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Lower Level Learners (LLL) Higher Level Learners (HLL)

The process will be differentiated through supplying three tiers of questioning for LLL, intermediate and HLL students. Students will be given choice of project direction based on their interests, abilities and learning styles in order to promote confidence and success.

After completing VISUAL ARTS UNIT 1 FORM, students will be able to:

- **Analyze** a 3D form examining the relationship of height, width, and depth and how it produces balance (HLL)
- **Describe** the creation of a 3D form and how artist's achieve height, width and depth (LLL)
- **Explain** how relief sculpture is created
- **Evaluate** the differences between additive, subtractive or kinetic and provide examples of each
- **Identify** the relationship of the positive and negative space occupied by a sculptural piece

- **Identify** the points of balance used in a particular artwork so that the sculpture remains intact
- **Describe** the unexpected characteristics of kinetic sculptural art
- **Reimagine** a 2D composition as a 3D form (LLL)
- **Reinvent** a 3D composition as a 2D representation
- **Compare and contrast** the characteristic of shape versus form
- **Compare and contrast** additive versus subtractive sculpture
- **Compare and contrast** utilitarian and non-utilitarian sculptures and provide examples
- **Create and invent** examples of sculptural tools, media and methods (HLL)
- **Create** a replica of a sculpture with already established areas of balance and positive and negative space (LLL)
- **Design and create** an original sculpture demonstrating the use of balance, and complimentary areas of positive and negative space (HLL)
- **Create or design** a sculpture that uses the negative space as the subject (HLL)
- **Critique** the work of other artists and **hypothesize** how they used balance in their sculptures, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions. (HLL)

Assessment Evidence - Checking for Understanding (CFU)

- **Create and invent** examples of sculptural tools, media and methods - summative assessment
 - **Create** a replica of a sculpture with already established areas of balance and positive and negative space - summative assessment
 - **Design and create** an original sculpture demonstrating the use of balance, and complimentary areas of positive and negative space - benchmark assessment
 - Exit tickets to ensure understanding of concepts - formative assessment
 - Written Report - alternate assessment
-
- Admit Tickets
 - Anticipation Guide
 - Common Benchmarks
 - Compare & Contrast
 - Create a Multimedia Poster
 - DBQ's
 - Define

- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

No resources are currently available that are located either within the district or that can be obtained by district resources.

Ancillary Resources

- <http://www.slideshare.net/mobile/chandelfino/sculpture-additivesubtractive-and>
- youtube.com videos such as "Elements of Form KQED Arts" (KQED Art School), "Elements of Art:

Form" (High School Art Lessons), "Is Sculpture a Valid Art Form?" (Sky Arts), "Sculpture Form 3D objects Elementary and Middle School" (Isaac Lundgren Artist Composer)

- Visual Aids Reproductions of sculptures by Willem DeKooning, Modigliani, and kinetic art sculptures by Alexander Calder

Technology Infusion

- eBooks pertaining to topics
- Interactive Vocabulary using SmartBoard
- Virtual Field Trips
- Online research assignments using multiple online texts to facilitate learning

Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

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Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation

- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Projects will be driven by choice and modified using any adaptations below to meet criteria of specific IEP and 504 accommodations:

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: 3D SCULPTURE

CCSS/NJCCCS: see standards listed below

Interdisciplinary Connection: Science/Technology/Engineering/Mathematics

Statement of Objective: SWDAT construct mini 3D paper sculptures using non-adhesive methods of joining paper together.

Anticipatory Set/Do Now: Have you ever worn a paper crown on your birthday or at a fast food restaurant? How did the paper join together to make a closed circle? Use a small piece of paper to recreate the joining technique.

Learning Activity: Students will examine various methods by which 2D paper can be altered into 3D form. Students will view completed 3D paper forms which they will be asked to reverse engineer in an effort to determine how to manipulate paper to construct forms without using adhesive. Students will receive scissors and white paper, and can select a partner with whom to work. Teams will be asked to brainstorm, experiment and produce as many 3D mini structures using just the paper and scissors but no adhesive. Teams will share ideas at the end of class.

Student Assessment/CFU's: Students will create 3D structures from basic 2D paper. A small sampling of team ideas will be sharable by the end of class.
 5,4,3,2,1 Fingers to demonstrate level of understanding as they work (5 fingers=Understands entire concept, 3=Some concept ideas still fuzzy, 1=Needs assistance)
 Exit Event - Student will drop their Popsicle stick into the correct pocket on the door indicating their level of confidence regarding their comprehension as they leave for the day

Materials: Pencil/Paper/scissors

21st Century Themes and Skills: Creativity & Innovation

Differentiation/Modifications:

LLL: modified design elements will be outlined for special education students, instructional videos viewed via use of the Chromebook can be used for assistance.

HLL: more complex elements will be required to showcase connections made

Integration of Technology: Document camera will be used to broadcast paper manipulation step-by-step demonstration. Use of Chromebooks to research paper manipulation techniques.

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VPA.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.
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VPA.1.4.8.A.CS2	Art may be used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.