Unit 6/1 LINE (SGallo)

Content Area: **Art**
Course(s): **Sample Course, Art Gr. 6**
Time Period: **September**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, students will study line and establish how it is the fundamental art element that all other elements and principles rely upon. Students will create line charts exhibiting line types creating using various insoiration and media. They will search the environment for line types and classify them into groups that share similar attributes. Students will speculate how line influences the other art elements and principles. They will view examples of the use of texture in 2D and 3D art, as actual and implied textures. They will understand how lines, line variety, and intensity are essential for the successful creation of realistic texture when drawing. Students will learn two methods of shading: cross-hatching and stippling. Students will discuss the role of texture in helping to establish mood and realism.

In grade 6, students will be able to assimilate the art concept, and then apply it to the creation of gestural drawing. Students will use large sweeping lines to draw a provided organic still life object.

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Visual Arts

Grade 6

Belleville Board of Education

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Board Approved: August 22, 2016

Exit Skills

By the end of Unit 1 6th grade Visual Art Students Should be able to:

- Use line to convey mood and movement
- Determine the intended mood or movement in an artwork by analyzing and interpreting lines used by the artist
- Design art that is expresses of mood and movement through the thoughtful choice of line and the manipulation of the lines used.

Enduring Understanding

Throughout time, line has been the fundamental foundation of all art, helping to create shape, imply texture, and establish a sense of space, movement and mood.

Essential Questions

•Overarching: The overall "Big Idea"
    How can line types be used to create a sense of mood and movement in an artistic piece?

•Topical: Unit or lesson specific but still promotes inquiry
    How has the use of line transformed from early primitive art work to modern day computer generated graphic art?
    How does the meaning of line transform from preschool art to art as an adult?
    Which line types are best used to create certain moods?
    Which line types are best used to create the sense of movement?
    What is implied line and how does it affect the mood of a piece?
    How is line used to create space, and how does that affect a sense of mood and movement?
    How is line used to create texture, and how does that affect a sense of mood and movement?

Learning Objectives

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

- **Identify** line types used in a composition.
- **Create** different line types.
- **Determine** how line is used to establish a particular mood or movement, and then **design** an original composition using line to establish mood &/or movement.
- **Critique** the work of other artists and **hypothesize** why they chose certain lines in their compositions, then **describe and explain** whether or not the artistic choices effectively create the intended mood or movement.

Interdisciplinary Connections

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

Alignment to 21st Century Skills & Technology

- English and Language Arts
- Visual and Performing Arts
- History
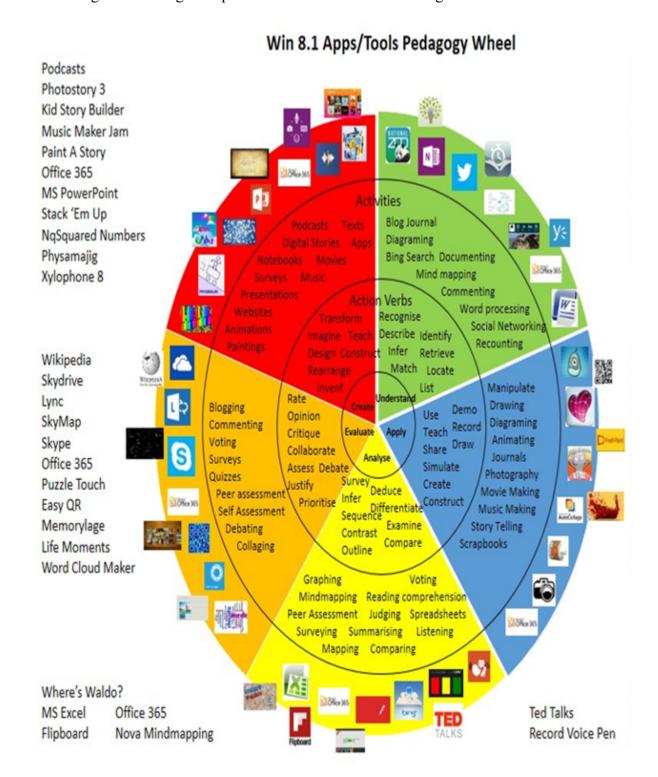- Mathematics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Global Awareness

21st Century Skills

- 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

Technology Infusion

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

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel   Office 365
Flipboard   Nova Mindmapping

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Activities: Podcasts, Texts, Digital Stories, Apps, Notebooks, Movies, Surveys, Music, Presentations, Websites, Animations, Paintings, Blog Journal, Diagraming, Bing Search, Documenting, Mind mapping, Commenting, Word processing, Social Networking, Recounting, Manipulate, Drawing, Diagraming, Animating, Journals, Photography, Movie Making, Music Making, Story Telling, Scrapbooks, Graphing, Mindmapping, Reading comprehension, Peer Assessment, Judging, Spreadsheets, Surveying, Summarising, Listening, Mapping, Comparing

Action Verbs: Transform, Recognise, Imagine, Teach, Describe, Identify, Design, Construct, Infer, Retrieve, Rearrange, Match, Locate, Invent, List, Rate, Understand, Opinion, Create, Critique, Evaluate, Apply, Use, Demo, Teach, Record, Collaborate, Analyse, Share, Draw, Assess, Debate, Simulate, Justify, Survey, Deduce, Create, Prioritise, Infer, Differentiate, Construct, Sequence, Examine, Contrast, Compare, Outline

Blogging, Commenting, Voting, Surveys, Quizzes, Peer assessment, Self Assessment, Debating, Collaging

Voting

Ted Talks
Record Voice Pen

Differentiation

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

The process will be differentiated through supplying three teirs 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 LINE, students will be able to:

- **Identify** line types used in a composition.
- **Create** different line types using provided templates. (LLL)
- **Classify** lines into groups best suited to acheive certain moods or movement effects.
- **Modify** an existing artwork by altering the lines used to change the mood. (LLL)
- **Determine** how line is used to establish a particular mood or movement, and then **design** an original composition using line to establish mood &/or movement.
- **Critique** the work of other artists and **hypothesize** why they chose certain lines in their compositions, then **describe and explain** whether or not the artistic choices effectively create the intended mood or movement.
- **Compose** and instructional booklet categorizing line types and the moods associated with the lines or how to utilize various lines to achieve movement. (HLL)

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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

ELL

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarif

- 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)

- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes

- tutoring by peers

Intervention Strategies

- 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

- 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 workpresented or required

- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using authentic assessments with real-life problem-solving

- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Red Light, Green Light
- Self- assessments
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List

Primary Resources

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

Ancillary Resources

- https://www.teachingchannel.org/videos/teaching-non-figurative-art
- youtube.com: "Elements and Principles of Art" (Kelly Chen), "Elements of Art: Line - KQED ARTS" (KQED Art School), "Teaching Art: Line" (Cassie Stephens), "The Elements of Art - Line" (thevirtualinstructor.com)
- Visual Aid reproductions of gestural line and contour line drawings by Picasso, Matisse (*Young*

Woman with Face Buried in Arms) and L. daVinci

Sample Lesson

One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: