

Unit 6/4 VALUE (SGallo)

Content Area: **Art**
Course(s): **Sample Course, Art Gr. 6, Art Gr. 8**
Time Period: **NovDec**
Length: **3 Weeks**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Visual Arts

Grade 6

Belleville Board of Education

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Unit Overview

In this unit, students will study value and how it relates to the 3D form. They will create value scales and gray scales to be used throughout the lesson. They will view examples of value changes in black and white images, as well as monochromatic paintings. They will understand how values are made using different media, and will be able to successfully create values for any color on the color wheel. Students will learn two methods of shading: cross-hatching and stippling. Students will discuss values role in helping to establish mood and focal points.

In grade 6, students will learn to draw spheres, cones, triangular prisms, and cubes. Students will practice drawing the shadows of the aforementioned forms using changing light sources. Once mastery of the skill has been learned, students can use the form of their choice in a compositional drawing.

Exit Skills

By the end of Unit 4, 6th grade Visual Art Students Should be able to:

- Recognize value changes in a work of art
- Add value changes to a work of art to create the illusion of 3D space
- Understand light source direction
- Create a 5 shade grey scale and value scale for a color
- Create value scales using multiple media

Enduring Understanding

The everyday environment is comprised of an endless variety of textures, making texture an essential aspect of artistic creation as seen in textiles, fashion, and home furnishing; as well as an element used by artists to create a sense of emphasis and realism in their work.

Essential Questions

•Overarching: The “Big Idea”:

How many shades can be made from one color and how do those shades help to establish a sense of space?

•Topical: Unit or lesson specific but promoting inquiry:

How are value and light related?

How are value and shadow related?

How do artists use different values to contour objects and supply them with 3D qualities?

Is there a limit to how many shades/values can be created using one color in one medium?

What qualities are possessed by artwork that uses shading that are not evident when shading techniques are not applied?

Do certain shades/values possess certain moods?

How do artists use shades/values to establish time of day, time of year, proximity in space?

Why would an artist feel that it is important to include values/shading as part of their work?

What other industries are affected by choices about shading and color value?

What choices do consumers make that are related to shading/values

How are shades/values created using different media? Which media is best for creating which textures?

Learning Objectives

After completing VISUAL ARTS UNIT 4 VALUE, students will be able to:

- **Recognize** value changes in a work of art and how they are used to establish a sense of space or supply 3D characteristics.
- **Create** value changes to a work of art to create the illusion of 3D space.
- **Apply** a variety of shading to reflect appropriate shadows and highlights.

- **Construct** a 5 and 10 shade grey scale and value scale for a color.
- **Create** value scales using multiple media.
- **Determine** how value is used to establish a sense of space, and then **design** an original composition using value to establish 3D qualities.
- **Critique** the work of other artists and **hypothesize** how they used value in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions.

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

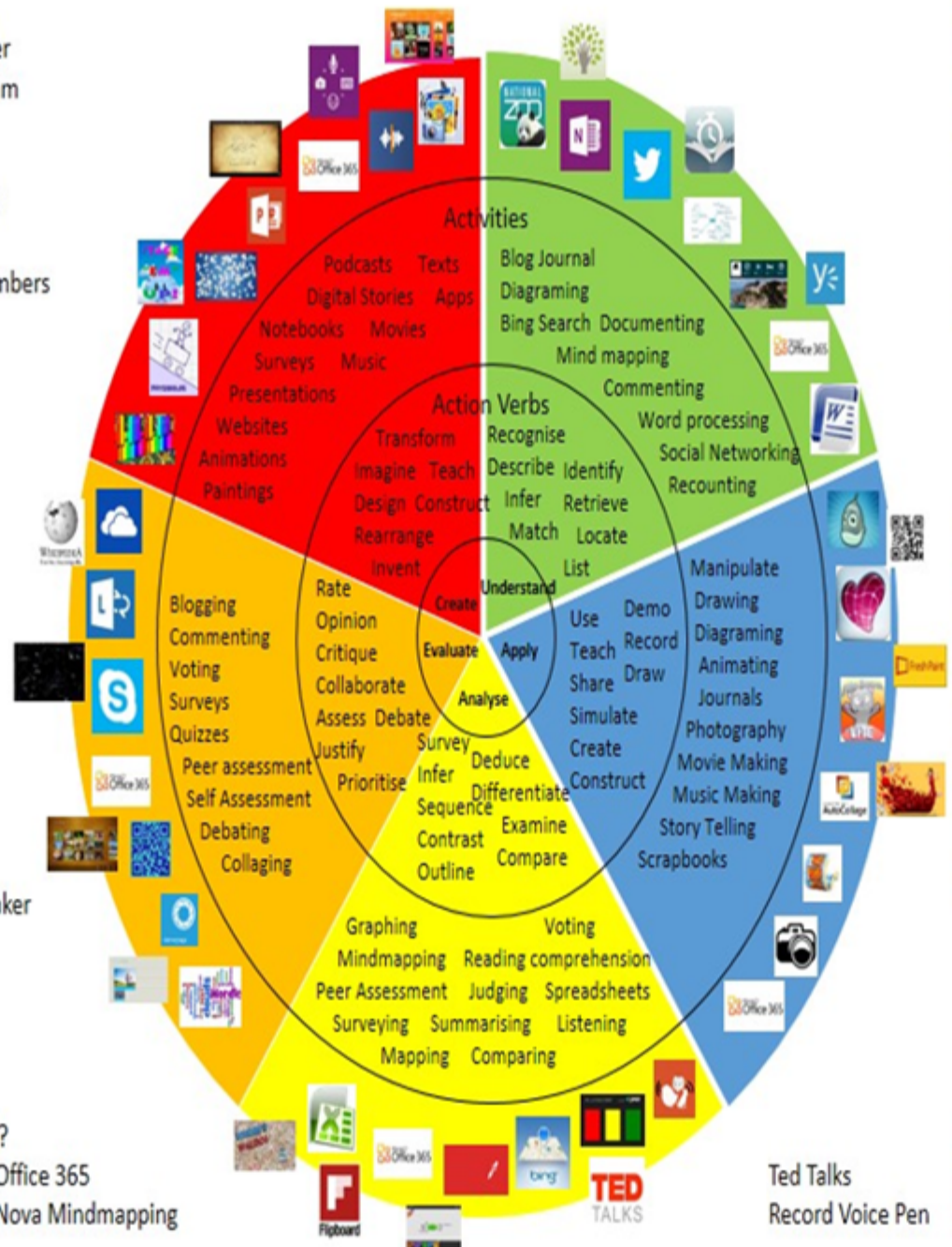
- eBooks pertaining to topics
- Interactive Vocabulary using SmartBoard
- Virtual Field Trips
- Online research assignments using multiple online texts to facilitate learning

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
Flipboard
Office 365
Nova Mindmapping



Differentiation

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 4 VALUE, students will be able to:

- **Recognize** value changes in a work of art and how they are used to establish a sense of space or supply 3D characteristics.
- **Create** value changes to a work of art to create the illusion of 3D space using provided templates (LLL)
- **Apply** shading techniques to an artistic product.
- **Modify** an existing artwork by altering the values used to establish 3D qualities in the artwork. (LLL)
- **Construct** a 5 shade grey scale and value scale for a color.
- **Create** value scales using multiple media.
- **Determine** how value is used to establish a sense of space, and then **design** an original composition using value to establish 3D qualities.
- **Critique** the work of other artists and **hypothesize** how they used value in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions.
- **Invent** and expanded value scale and **explain** how the textures could be used. (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 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)
- decreasing the amount of work presented 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 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
- 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

- <http://www.craftsy.com/blog/2013/07/hatching-and-cross-hatching/>
- youtube.com videos such as "Beginners drawing - shading part 1" (Mr. Otter Art Studio), "Fundamentals: Value Shading" (CG Cookie Concepts), "How to shade and show value while drawing" (Rhoades Design), "Pen and Ink Shading Challenge, 9 ways to shade and egg" (Alphonso Dunn),
- Visual Aids Reproductions of lithographs by Delacroix, Goya, and Rembrandt

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: