

# Unit 6/5 SPACE (SGallo)

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

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

**Visual Arts**

**Grade 6**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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Board Approved: August 22, 2016

## **Unit Overview**

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In this unit, students will study space and the fundamentals of how the illusion of space is achieved in a composition. They will search the environment for examples of perspective drawings and view art work that establishes a horizon line, vanishing point, and a sense of space through perspective. Students will study how the size and details of the shapes in a drawing change as they travel closer to the vanishing point.

In grade 6, students will be able to assimilate the art concept, and then apply it to the creation of a 1 point and 2 point perspective drawings using real or imaginary subjects.

## **Exit Skills**

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By the end of Unit 5, 6th grade Visual Art Students Should be able to:

- Recognize multiple grounds in a composition: foreground, middle-ground and background
- Recognize 1 point and 2 point perspective
- Create an original artwork demonstrating a sense of space achieved through 1 and 2 point perspective
- Design a composition that uses a vanishing point

## **Enduring Understanding**

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Artists use space to establish the depth of an environment and create relationships and balance between objects within that environment.

## Essential Questions

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- Overarching: The “Big Idea”:
  - How do artists use the development of space to communicate the intention of their art?
- Topical: Unit or lesson specific but promoting inquiry:
  - Why do artists use the element of space in their art?
  - How does the use of space differ from 2D work to 3D work?
  - How do objects change in appearance from foreground to background?
  - How does shade change in appearance from foreground to background?
  - How do artists use shade and grounds to establish a sense of space?
  - Where in the everyday environment can examples of positive and negative space be seen?
  - What is a vanishing point?
  - What is 1 point and 2 point perspective?
  - How is a sense of space created using different media? Which media is best for creating space in a composition?

## Learning Objectives

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After completing VISUAL ARTS UNIT 5 SPACE, students will be able to:

- **Recognize** multiple grounds in a composition: foreground, middle-ground and background
- **Compare and contrast** the differences between 1 point and 2 point perspective
- **Analyze** the relationship between positive and negative space
- **Design** a composition that uses a balance of negative and positive space
- **Determine** how grounds are used to establish a sense of space, and then **design** an original 1 point or 2 point perspective drawing.
- **Critique** the work of other artists and **hypothesize** how they used space in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions.

## **Interdisciplinary Connections**

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

## **Alignment to 21st Century Skills & Technology**

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

## **21st Century/Interdisciplinary Themes**

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- Civic Literacy
- Environmental Literacy
- Global Awareness

## **21st Century Skills**

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- 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**

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- eBooks pertaining to topics
- Interactive Vocabulary using SmartBoard
- Virtual Field Trips



## 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 5 SPACE, students will be able to:

- **Recognize** multiple grounds in a composition: foreground, middle-ground and background and how they establish space in the composition.
- **Compare and contrast** the differences between 1 point and 2 point perspective.
- **Analyze** the relationship between positive and negative space. **Identify** areas of positive and negative space in a composition. (LLL)
- **Modify** an existing artwork by altering the grounds used to establish 3D space in the artwork. (LLL)
- **Determine** how grounds are used to establish a sense of space, and then **design** an original composition using 1 point or 2 point perspective
- **Critique** the work of other artists and **hypothesize** how they used space in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions. (HLL)

## Special Education

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- 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**

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- 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**

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- 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**

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- 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**

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

## **Ancillary Resources**

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- <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**

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One Lesson per Curriculum must bein 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: