

Unit 6/6 SHAPE (SGallo)

Content Area: **Art**
Course(s): **Sample Course, Art Gr. 6, Art Gr. 8**
Time Period: **February**
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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Board Approved: August 22, 2016

Unit Overview

In this unit, students will study how artists create shape from line. They will search the environment for examples of shape types and then classify the shapes into two categories: geometric (mathematically derived) and organic (irregular and nature-inspired). They will view examples of shapes use in art and apply previous knowledge about line to grasp the concept. Students will understand that shape is a fundamental for all drawing and has often been used as the subject of art alone.

In grade 6, students will be able to assimilate the art concept, and then apply it to the creation of a tessellation project wherein they design an abstract shape and use mathematical principles to repeat it in an artistic design.

Exit Skills

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

- Identify and understand the relationship between measurable geometric shapes and free-form or nature-inspired organic shapes
- Compare and contrast the characteristic of geometric and organic shapes
- Create and invent examples of geometric and organic shapes
- Recognize and classify shapes as either geometric or organic.
- Create an original artwork demonstrating the use of shapes for tessellation.

Enduring Understanding

Although vastly different, organic and geometric shapes can be used together to create a cohesive composition.

Essential Questions

•Overarching: The “Big Idea”:

How do artists marry together ideas and objects that are extremely different from one another and still manage to establish balance and unity?

•Topical: Unit or lesson specific but promoting inquiry:

How are lines and shapes similar?

Does the use of shape differ by media?

How does the use of shape affect the mood of a piece of art?

How can shape affect the balance of a piece of art?

How can shapes be used to create a sense of unity?

Where in the everyday environment can examples of geometric and organic shape relationships be seen?

Does the creation of shape vary using different media?

Does shape influence industry and consumers?

Learning Objectives

After completing VISUAL ARTS UNIT 6 SHAPE, students will be able to:

- **Distinguish** between organic and geometric shapes.
- **Understand** that geometric shapes are precise, measurable and manmade
- **Understand** that organic shapes are often found in nature and can be free-form and irregular
- **Utilize** overlapping shapes to create a sense of space
- **Utilize** repeating shapes to create patterns, balance and harmony
- **Use** shapes to direct the viewers eye through a composition
- **Apply** the creation of an organic shape in a mathematical arrangement to **construct** a tessellation
- **Compare and contrast** the characteristics of organic and geometric shapes
- **Reimagine** a composition to create pattern, balance and harmony using shapes within the artwork
- **Design and create** an original artwork using shapes as the subject
- **Critique** the work of other artists and **hypothesize** how they used shape 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

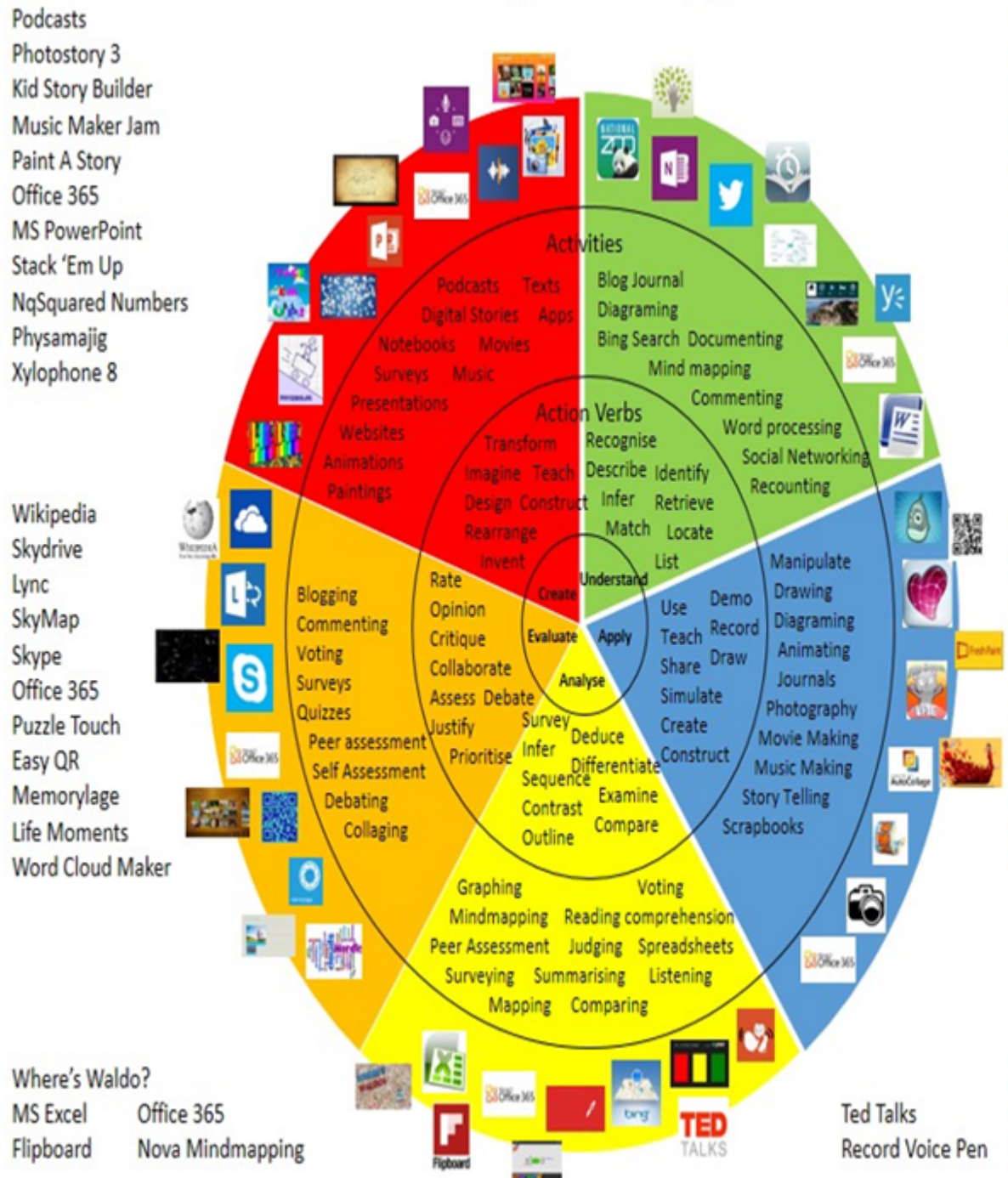
- English and Language Arts
- Visual and Performing Arts
- History
- Mathematics

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



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

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 6 SHAPE, students will be able to:

- **Distinguish** between geometric and organic shapes, and the relationships the shape types have with one another
- **Compare and contrast** the characteristics of geometric and organic shape types and how they are created
- **Understand** that geometric shapes are precise, measurable and manmade
- **Understand** that organic shapes are often found in nature and can be free-form and irregular
- **Utilize** overlapping shapes to create a sense of space using precut templates (LLL)
- **Utilize** repeating shapes to create patterns, balance and harmony
- **Use** shapes to direct the viewers eye through a composition
- **Apply** the creation of an organic shape in a mathematical arrangement to **construct** a tessellation (HLL)
- **Manipulate** shapes and shape types to create contrast (LLL)
- **Hypothesize** how shape size impacts a sense of space, the balance of a piece and the intended mood of the composition
- **Modify** an existing artwork by altering the shapes used to establish a change in mood, or contrast in the artwork. (LLL)
- **Compare and contrast** the characteristics of organic and geometric shapes
- **Reimagine** a composition to create pattern, balance and harmony using shapes within the artwork
- **Design and create** an original artwork using shapes as the subject and highlighting areas of contrast through shape choices (HLL)
- **Critique** the work of other artists and **hypothesize** how they used shape in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions. (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.thevirtualinstructor.com/Shape.html>
- youtube.com videos such as "Elements of Shape KQED Arts" (KQED Art School), "Elements of Art: Shape" (High School Art Lessons), "Art instruction for children GEOMETRIC AND ORGANIC SHAPES" (dandanart)
- Visual Aids Reproductions of collages by Matisse (*Jazz series*), paintings by Piet Mondrian, Cubist still life paintings by Picasso

Sample Lesson

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

Below is an example of lesson 5/day 5 in the unit...

Unit Name: SHAPE

NJSLS:

VPA.1.3.8.D.CS1, VPA.1.3.8.D.1, VPA.1.3.8.D.CS5, VPA.1.3.8.D.5, VPA.1.3.8.D.6, VPA.1.4.8.A.CS2, VPA.1.4.8.A.7

Interdisciplinary Connection: Mathematics and Geometry/Graphic Design

Statement of Objective: SWDAT dissect the methods used by M.C. Escher to plan the process by which to construct an original tessellation design

Anticipatory Set/Do Now: Discuss with a partner how you think math and art are related. intricate tessellation drawings. Using the organizational chart created the previous day, students will begin tracing their tessellation piece using rotation, slide or reflection for their design. Time will be given for small groups to work together who share the same tessellation principle.

Student Assessment/CFU's: Students will trace all the objects in their tessellation design
Oral questioning of students throughout the activity to assess their level of engagement and prior knowledge
Thumbs Up/Thumbs Down as discussion is occurring to monitor the assimilation of information
Red/Green cards indicating that the student is moving along smoothly or requires assistance

Materials: Pencil/Tessellation Stencils/ Scissors

21st Century Themes and Skills: Creativity & Innovation

Differentiation:

LLL: simple technique

HLL: complex and detailed technique

Integration of Technology: Slide show of Escher's collage