Unit 5: Unity

Content Area: **Art**
Course(s): **Sample Course, Art Gr. 7**
Time Period: **November**
Length: **12 days, grade 7 (semester)**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 7

UNITY

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

In this unit, students will study unity and how artists establish a a sense of unity through repetition of select visual elements. They will view examples of how different cultures, and artists used unity in art to establish a sense of "wholeness" to their work. We will make connections to the bigger theme of unity as it relates on a larger scale to the human race, cultures, religions, families, LGBTQ+ individuals, etc. A class project will be completed to establish unity in art through the use of repeating elements.

In 7th grade, students will understand the fundamentals of how unity is established in a piece of art and then develop their own ideas regarding how they want to express it artistically when given the subject of "family dynamics". Students will develop a Keith Haring inspired drawing illustrating family in its many forms and demonstrating unity through the repeating elements selected for use by the artist.

Enduring Understanding

All parts and elements in a design work together to create harmony, cohesion and a feeling of wholeness.

Essential Questions

Overarching: The "Big Idea":

Why do artists seek to create unity in their art work?

Topical: Unit or lesson specific but promoting inquiry:
What does it mean to have unity amongst a group?
How do people show their unity with one another?
What is the benefit of unifying a group?
How can colors create unity?
How can objects create unity in a piece of art?
Where have you seen unity used before in the everyday environment?
How does industry use unity when creating their designs?
What are some methods artists use to create unity in their art work?
Does unity make a piece of art more aesthetically pleasing?
Why is unity sometimes important?

Exit Skills

By the end of Unit 5, 7th grade Visual Art Students Should be able to:

- Analyze how repetition of art elements unifies an artwork, making it cohesive and complete
- Identify tactics that artists use to create unity in their work
- Describe the relationship that unity has with lines, colors, shapes, and pattern in a piece of art
- Determine why an artist might want to create unity in their work
- Create original art that uses lines, colors, shapes, and/or pattern to create unity in different parts of the composition

Interdisciplinary Connections

- English and Language Arts
- Sociology/Psychology
- History

LA.RL.8	Reading Literature
	Key Ideas and Details
LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8	Reading Informational Text

	Key Ideas and Details
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.

Learning Objectives

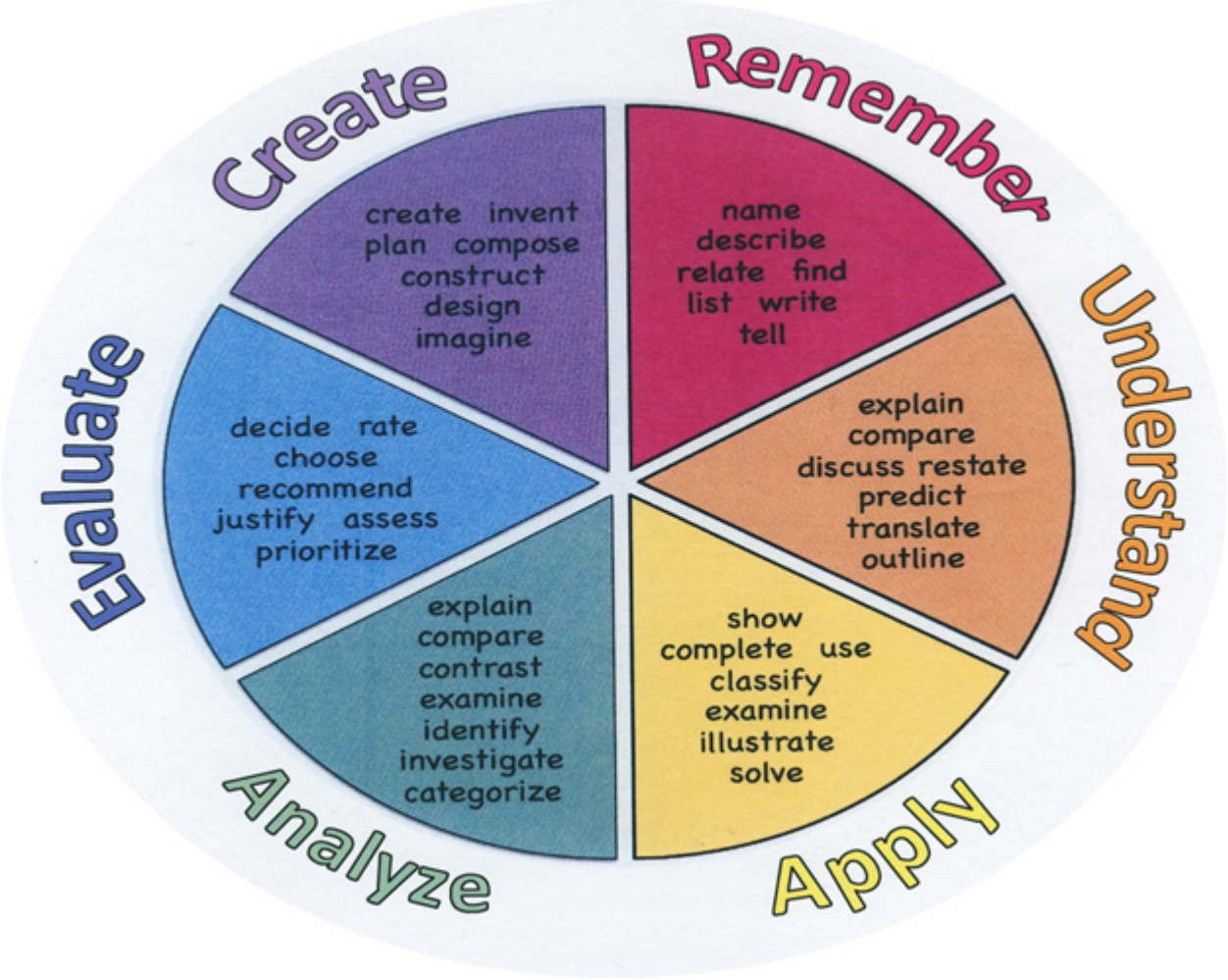
After completing VISUAL ARTS UNIT 5 UNITY, students will be able to:

- **Analyze** how repetition of art elements unifies an artwork, making it cohesive and complete
- **Evaluate and describe** tactics that artists use to create unity in their work
- **Describe** the relationship that unity has with lines, colors, shapes, and pattern in a piece of art
- **Determine** why an artist might want to create unity in their work
- **Create** original art that uses lines, colors, shapes, and/or pattern to create unity in different parts of the composition
- **Critique** the work of other artists and **hypothesize** how they used unity in their compositions, then **describe and explain** whether or not the artistic choices effectively communicate 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 5 UNITY, students will be able to:

- **Recognize** the use of unity in an piece of art (LLL)
- **Modify** an existing piece of art to create unity within the piece (LLL)
- **Analyze** how unity creates cohesiveness throughout the composition
- **Evaluate and describe** the tactics used by an artist to create unity in the composition and **defend** whether or not it was an effective tactic
- **Describe** the relationship that unity has with lines, colors, shapes, and pattern in a piece of art
- **Determine** why an artist might want to create unity in their work
- **Create** original art that uses lines, colors, shapes, and/or pattern to create unity in different parts of the composition
- **Critique** the work of other artists and **hypothesize** how they used unity in their compositions, then **describe and explain** whether or not the artistic choices effectively communicate the artist's intentions. (HLL)

Assessment Evidence - Checking for Understanding (CFU)

- **Evaluate and describe** the tactics used by an artist to create unity in the composition and **defend** whether or not it was an effective tactic-formative assessment
- **Describe** the relationship that unity has with lines, colors, shapes, and pattern in a piece of art-formative assessment
- **Determine** why an artist might want to create unity in their work-formative assessment
- **Create** original art that uses lines, colors, shapes, and/or pattern to create unity in different parts of the composition-summative assessment
- **Critique** the work of other artists and **hypothesize** how they used unity in their compositions, then **describe and explain** whether or not the artistic choices effectively communicate the artist's intentions. (HLL)-benchmark 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.educ.kent.edu/community/VLO/Design/principles/unity/index.html
- youtube.com videoes such as "Elements and Principles of Art" (kristiansenart's channel), "Art & Design - Lesson 4 - Elements & Principles of Art" (MrReimerArt)
- Visual Aids Reproductions of paintings by Van Gogh (*Starry Night*), M.C. Escher, Acoma Pueblo

pottery, Gothic cathedral stained glass windows.

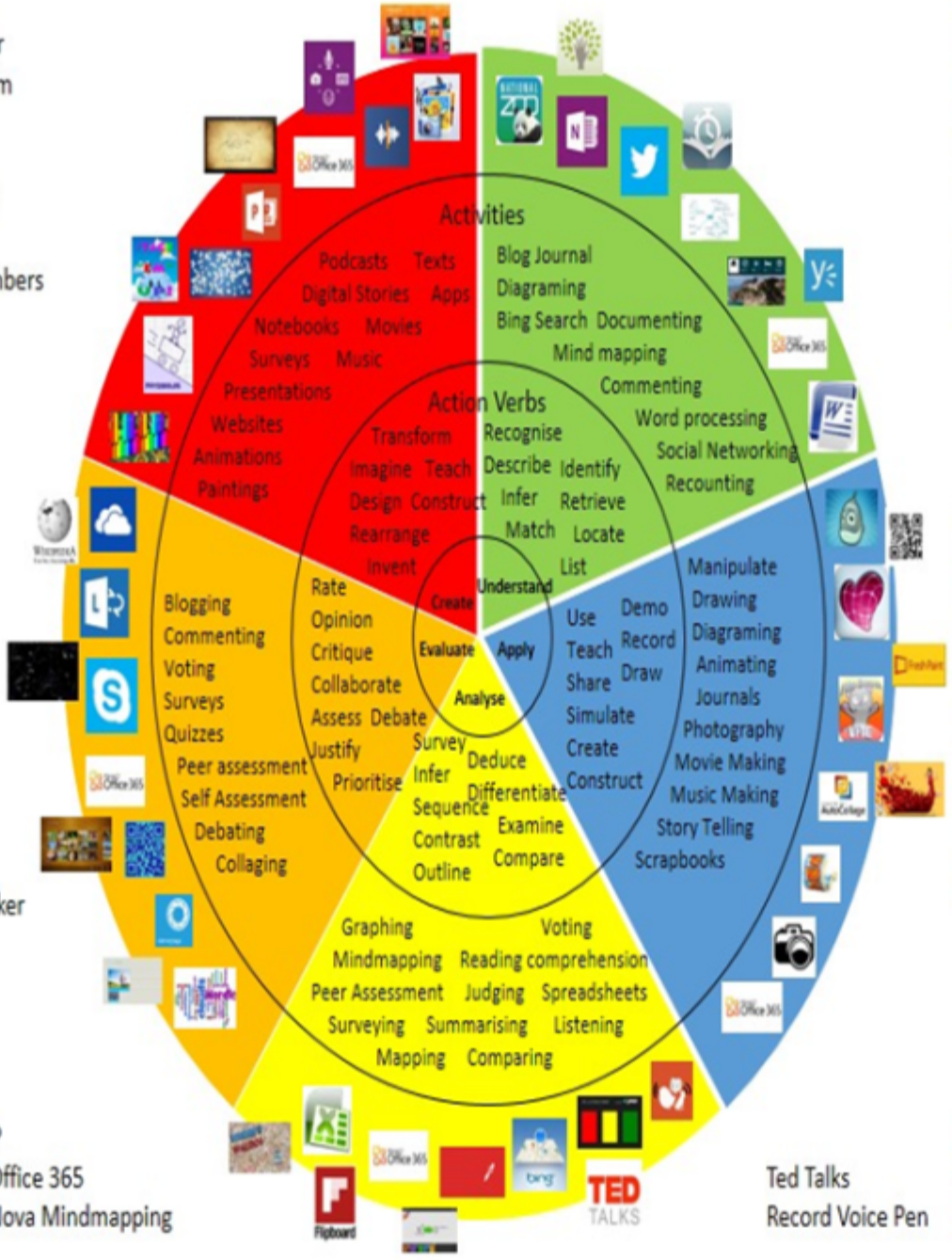
Technology Infusion

- 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

Ted Talks
Record Voice Pen

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

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.

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.

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

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 UNITY, students will be able to:

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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

Special Education Learning (IEP's & 504's)

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 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)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented 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 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
- 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: UNITY

CCSS/NJCCCS: see standards listed below

Interdisciplinary Connection: Social Sciences

Statement of Objective: SWDAT design and create a drawing exemplifying "family dynamics" and building unity throughout the composition in the style of Keith Haring's art.

Anticipatory Set/Do Now: Draw your family portrait. NOw draw a family portrait as it would have existed in the 1950's? How has the definition of family changed over the years?

Learning Activity: After learning about Keith Haring, an openly gay contemporary street artist active in the 1980's, students will learn to draw human figures using his methods. Haring's art will be examined for aspects of unity, identifying the use of line and figure drawing as two elements that unify Haring's art. Haring's art is best known for being inclusive of LGBTQ+ lifestyles, and promoting harmony and acceptance as part of 1980 culture. Students will design a depiction of their own family portrait, a family portrait depicting

unconventional dynamics, or highlight a different family dynamic in their drawing. All elements are to be drawn in the style of Haring's art, but unifying lines types filling the negative space can vary from student to student. Finished work will demonstrate unity in content but also in cohesiveness of design.

EXAMPLES/RESOURCES:

Keith Haring - Unity https://pin.it/1COFxTb

Art lessons for Students - Keith Haring https://youtu.be/t74HxOWyvo8

How to Draw like KEITH HARING! https://youtu.be/OHQ6C9kklEc

Wanda Sykes Takes Us Through the History of LGBTQ+ https://youtu.be/wkzwDOCEDCo

Student Assessment/CFU's: By the end of the unit, students will have designed and created a drawing exemplifying "family dynamics" and building unity throughout the composition in the style of Keith Haring's art.

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)

Materials: Pencil/Paper/scissors/Markers

21st Century Themes and Skills: Creativity & Innovation/Communication Skills

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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 or symbolic elements will be required to showcase connections made to UNITY

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