Unit 1: Form

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

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 7

FORM

Belleville Board of Education

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Belleville, NJ 07109

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Board Approved: September 23, 2019

Unit Overview

In this unit, students will study how artists create 3D compositions or the illusion of 3D form in a 2D composition. They will view examples of form in art and apply previous knowledge about shape and value to understand the concept. Students will understand that form can be actual (as in sculpture) or implied (as in drawn or painted using shadows and highlights for realism). Students will also examine techniques how to transform 2D materials into 3D objects through paper manipulation. Students will learn to create actual 3D forms and then create a 2D implied representation of the form that they built.

In grade 7, students will be able to assimilate the art concept, and then apply it to the creation of 3D paper letter forms. Students will select a 4 or 5 letter words and then fold paper to create a 3D letter to spell out the selected word of choice. Letters will be affixed to paper and then photographed using a light source that will create areas of cast shadow. Using the photograph as a guide, students will then draw the paper word recreating the highlighted and shaded areas rendering a 2D version of their 3D idea. Actual 3D letters, photographs and drawings will be displayed together for comparison.

Enduring Understanding

Through the exploration of visual relationships, aesthetics and the relationship between form and space, one can develop a better understanding of the world and environment.

Essential Questions

Overarching: The "Big Idea":
Why do artists past and present feel compelled to create complex 3D art forms rather than 2D art?

Topical: Unit or lesson specific but promoting inquiry:
What is the difference between forms represented on a 2D surface and 3D sculpture?
Does the outcome of sculpture differ by media?
Does sculpture ever have a utilitarian purpose?
How can sculpture evoke mood for the viewer?
How does sculpture rely on balance to be sustainable?
How does sculpture differ by culture, and throughout history?
Where in the everyday environment can examples of sculptures be seen?
Does the creation of sculpture vary using different media?
Does sculpture always have to be large?
Can sculpture be worn?
Does form influence industry and consumers?

Exit Skills

By the end of Unit 1, 7th grade Visual Art Students Should be able to:

- Understand 3D form has height, width, and depth that produce shadows and can be viewed "in the round" from all directions
- Recognize that relief sculpture shows depth and shadow but cannot be viewed from behind
- Compare sculptural types: additive, subtractive or kinetic
- Investigate how sculpture takes up physical positive space, creating areas of negative space that can be considered part of the composition
- Sculpture requires balance in order to remain intact
- Describe the unexpected characteristics of kinetic sculptural art
- Compare and contrast the characteristic of shape versus form
- Compare and contrast additive versus substractive sculpture
- Compare utilitarian and non-ultilitarian sculptures
- Create and invent examples of sculptural tools, media and methods
- Create an original sculpture demonstrating the use of balance

Interdisciplinary Connections

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

LA.RL.8	Reading Literature
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.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
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.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

Learning Objectives

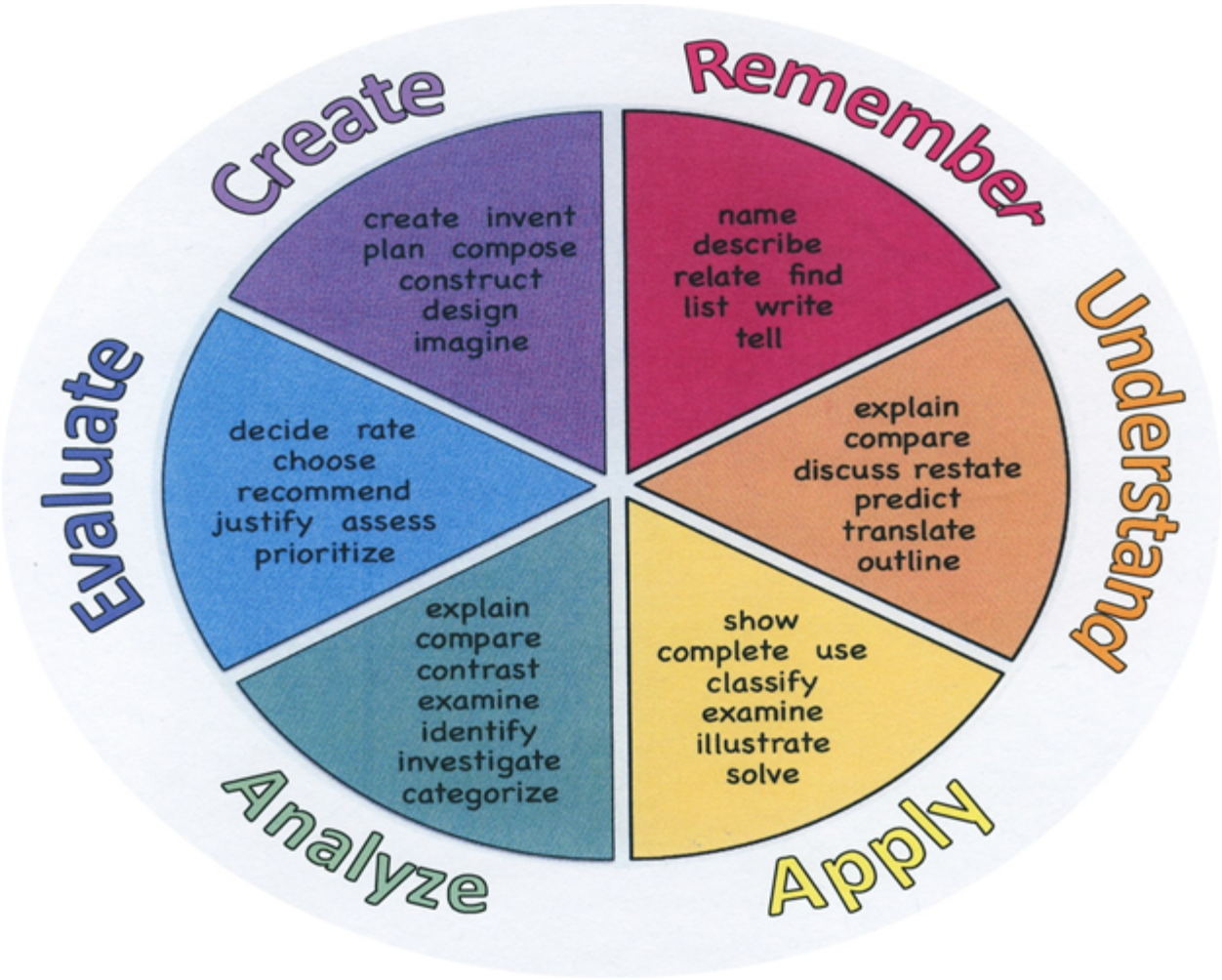
After completing VISUAL ARTS UNIT 1 FORM, students will be able to:

- **Analyze** a 3D form examining its height, width, and depth and how it produces shadows and can be viewed
- **Explain** how relief sculpture is created

- **Evalaute** the differences between additive, subtractive or kinetic and provide examples of each
- **Identify** the realtionship of the positive and negative space occupied by a sculptural piece
- **Identify** the points of balance used in a particular artwork so that the sculpture remains intact
- **Describe** the unexpected characteristics of kinetic sculptural art
- **Reimagine** a 2D composition as a 3D form
- **Reinvent** a 3D composition as a 2D representation
- **Compare and contrast** the characteristic of shape versus form
- **Compare and contrast** additive versus substractive sculpture
- **Compare and contrast** utilitarian and non-ultilitarian sculptures and provide examples
- **Create and invent** examples of sculptural tools, media and methods
- **Design and create** an original sculpture demonstrating the use of balance.
- **Critique** the work of other artists and **hypothesize** how they used balance in their sculptures, then **describe and explain** whether or not the artistic choices effectively create 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 1 FORM, students will be able to:

- **Analyze** a 3D form examining the realtionship of height, width, and depth and how it produces balance (HLL)
- **Describe** the creation of a 3D form and how artist's achieve height, width and depth (LLL)
- **Explain** how relief sculpture is created
- **Evalaute** the differences between additive, subtractive or kinetic and provide examples of each
- **Identify** the realtionship of the positive and negative space occupied by a sculptural piece

- **Identify** the points of balance used in a particular artwork so that the sculpture remains intact
- **Describe** the unexpected characteristics of kinetic sculptural art
- **Reimagine** a 2D composition as a 3D form (LLL)
- **Reinvent** a 3D composition as a 2D representation
- **Compare and contrast** the characteristic of shape versus form
- **Compare and contrast** additive versus substractive sculpture
- **Compare and contrast** utilitarian and non-ultilitarian sculptures and provide examples
- **Create and invent** examples of sculptural tools, media and methods (HLL)
- **Create** a replica of a sculpture with already estbalished areas of balance and positive and negative space (LLL)
- **Design and create** an original sculpture demonstrating the use of balance, and complimentary areas of positive and negative space (HLL)
- **Create or design** a sculpture that uses the negative space as the subject (HLL)
- **Critique** the work of other artists and **hypothesize** how they used balance in their sculptures, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions. (HLL)

Assessment Evidence - Checking for Understanding (CFU)

- **Create and invent** examples of sculptural tools, media and methods - summative assessment
- **Create** a replica of a sculpture with already estbalished areas of balance and positive and negative space - summative assessment
- **Design and create** an original sculpture demonstrating the use of balance, and complimentary areas of positive and negative space - benchmark assessment
- Exit tickets to ensure understanding of concepts - formative 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.slideshare.net/mobile/chandelfino/sculpture-additivesubtractive-and
- youtube.com videoes such as "Elements of Form KQED Arts" (KQED Art School), "Elements of Art:

Form" (High School Art Lessons), "Is Sculpture a Valid Art Form?" (Sky Arts), "Sculpture Form 3D objects Elementray and Middle School" (Isaac Lundgren Artist Composer)
- Visual Aids Reproductions of sculptures by Willem DeKooning, Modigliani, and kinetic art sculptures by Alexander Calder

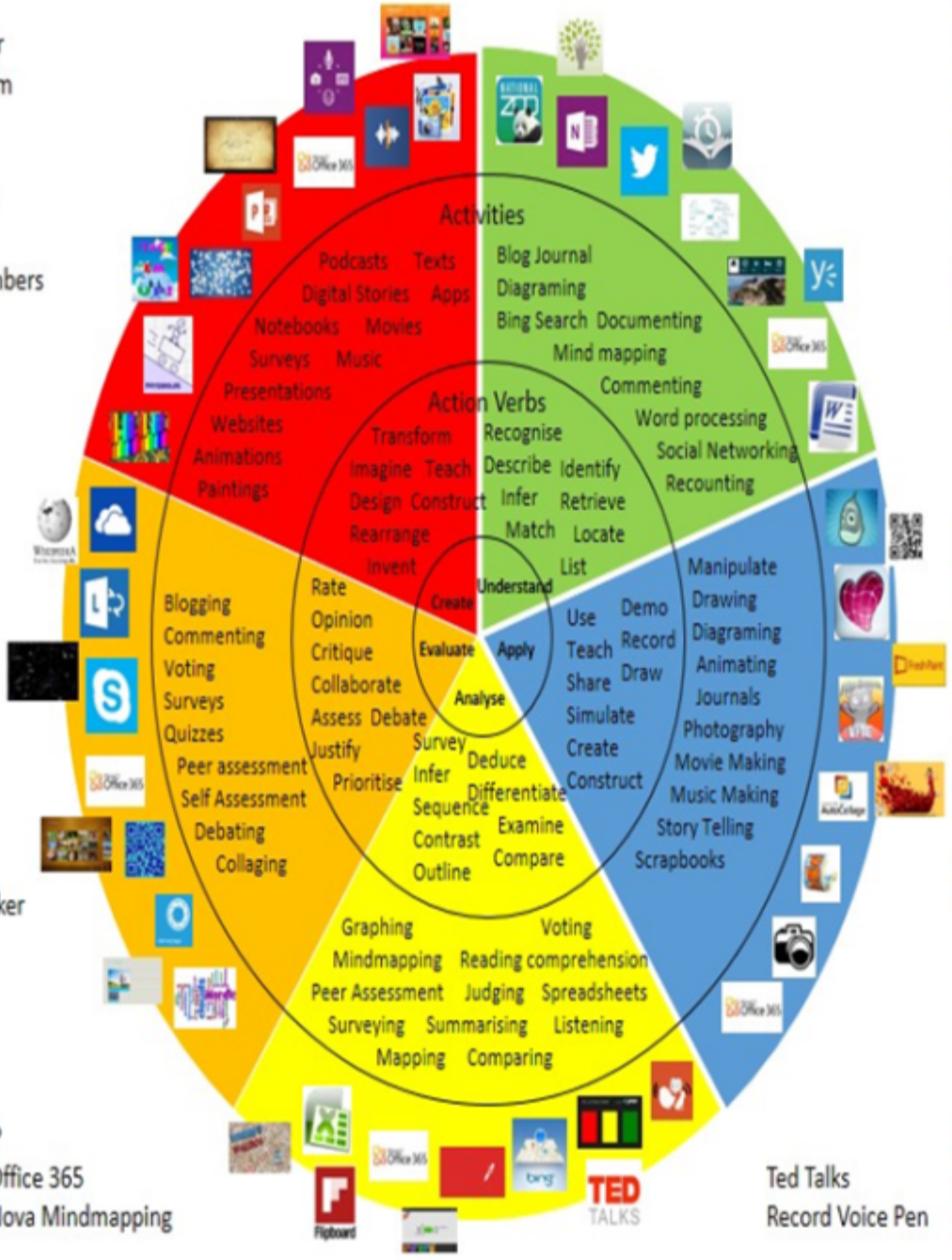
Technology Infusion

- 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.

WRK.9.2.8.CAP	Career Awareness and Planning
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.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.
TECH.9.4.8.CI	Creativity and Innovation
TECH.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).
TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.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).
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Multiple solutions often exist to solve a problem.

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

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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: 3D FORM - IMPLIED DIMENSION

CCSS/NJCCCS: see standards listed below

Interdisciplinary Connection: Social Science/Technology/Engineering/Mathematics/History

Statement of Objective: SWDAT construct mini 3D paper sculptures using non-adhesive methods of joining paper together.

Anticipatory Set/Do Now: Make a list of words that you associate with the Holocaust.

Learning Activity: After learning how to create shadows through value and shading methods, students will apply this knowledge to a drawing activity. Students will examine various methods by which 2D paper can be altered into 3D form. Students will fold paper into peaked strips and shape them to form various letters. Letters will be constructed to spell out words associated with the

Holocaust. Once letters are assembled, they will be lit to create cast shadows. Photos will be taken of the work and will be used to create value drawings. Students will recreate the content of the photograph in a drawn composition. 3D folded papers word, Photo and Drawing will all be assembled together to create the finished composition.

EXAMPLES/RESOURCES:

A Holocaust Survivors Tells Her Story - DW Documentary https://youtu.be/ciBQFItYc7E

Folded Light, Folded Shadow by Nishimura Yuko https://youtu.be/x0EQE8tQyI0
How to Draw Cast Shadows #1 https://youtu.be/747tGlYUILU

How to Art - Drawing Shadows (& Light!) https://youtu.be/12mYmU3Dl40

Student Assessment/CFU's: By the end of the unit, students will have the 3D built representation of a (Holocaust related) word created using folded paper, along with a drawing of the folded paper capturing light and shadow to imply the 3D form.
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)
Exit Event - Student will drop their Popsicle stick into the correct pocket on the door indicating their level of confidence regarding their comprehension as they leave for the day

Materials: Pencil/Paper/scissors

21st Century Themes and Skills: Creativity & Innovation/Critical Thinking
.
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 elements will be required to showcase connections made

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.