Unit 2: Balance

Content Area: **Art**
Course(s): **Sample Course, Art Gr. 7**
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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 7

BALANCE

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Teacher of Visual Arts, Stephanie Gallo

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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Unit Overview

In this unit, students will study how artists create balance in their 2D or 3D composition. They will view examples of balance in art and apply previous knowledge about space to understand the concept. Students will understand that balance can be accomplished through three types of symmetry: mirrored symmetry, asymmetry and radial symmetry. Students will also examine the balance of positive and negative space for compositional relevance. Students will understand the importance of obtaining compositional balance and how it influences the mood of the artwork.

In grade 7, students will be able to study positive and negative space by creating a symmetrical design. Students will draw a picture on a piece of colored paper. The content of the composition will be cut out, but careful attention must be paid to the remaining "scrap" paper. The scrap paper and the carefully arranged cutouts will be glued side-by-side to illustrate the relationship of positive (the cut outs) and negative (the scrap) space.

Enduring Understanding

When art is in balance and has an established symmetrical or asymmetrical arrangement of its compositional parts, the overall outcome is more aesthetically pleasing to a viewer and more relatable as a finished work of art.

Essential Questions

Overarching: The "Big Idea":

Why is balance so important to the aestheic response?

Topical: Unit or lesson specific but promoting inquiry:
How does it feel to be "balanced"?
What does an "unbalanced" composition look like and how does it make the viewer feel?
Does balance effect mood?
How are negative and positive space affected by the quest for balance?
Does balance only have an aesthetic purpose?
Where in the everyday environment can examples of balance be seen?
What is the ralationship of balance in nature?
Why might an artist choose to create a piece that does not establish a sense of balance?

Exit Skills

By the end of Unit 2, 7th grade Visual Art Students Should be able to:

- Analyze an artistic composition for symmetry and balance
- Identify the difference between symmetry and assymmetry within a composition
- Recognize and create radial symmetry in a design
- Describe the mood create when balance is established versus when balance is not established
- Create a composition that uses symmetry or assymetry to establish a sense of balance

Interdisciplinary Connections

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

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.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

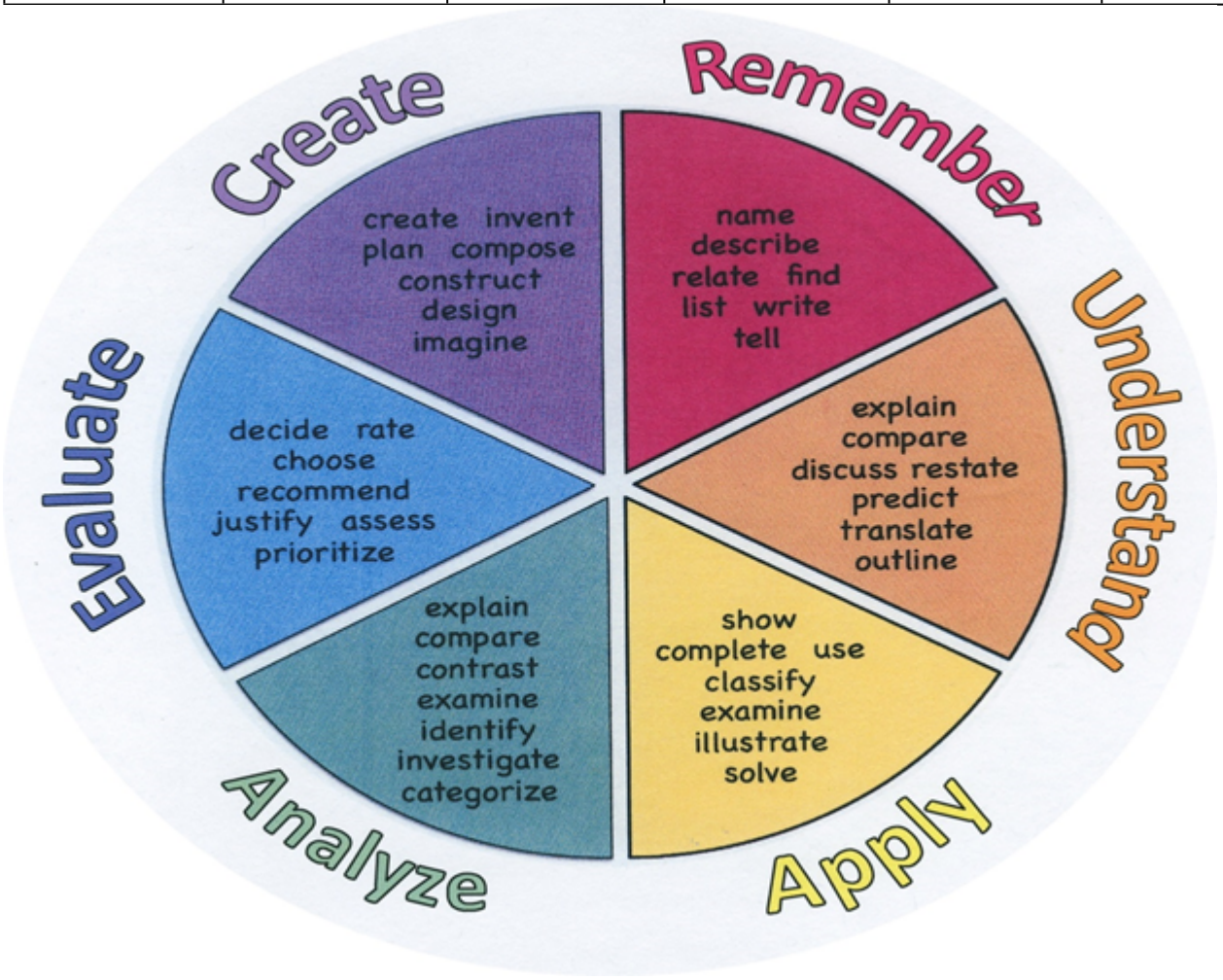
After completing VISUAL ARTS UNIT 2 BALANCE, students will be able to:

- **Analyze** an artistic composition for symmetry and balance
- **Evaluate** the differences between symmetry and assymmetry within a composition
- **Recognize and create** radial symmetry in a design
- **Describe** the mood created when balance is established versus when balance is not established
- **Create** a composition that uses symmetry or assymetry to establish a sense of balance
- **Design** a composition that establishes a mood through 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 2 BALANCE, students will be able to:

- **Recognize** simple uses of balance through symmetry (LLL)
- **Identify and analyze** the balance created through the relationship of positive and negative space within a piece of art (HLL)
- **Analyze** an artistic composition for symmetry and balance
- **Evaluate** the differences between simple symmetry and asymmetry within a composition (LLL)
- **Evaluate** the differences between symmetry and asymmetry in a complex painting (HLL)
- **Identify** designs as possessing radial symmetry (LLL)
- **Recognize and create** radial symmetry in a design (HLL)
- **Describe** the mood created when balance is established versus when balance is not established
- **Create** a composition that uses symmetry or asymmetry to establish a sense of balance (LLL)
- **Design** a composition that establishes a mood through the use of balance (HLL)
- **Design and create** an original composition 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 art, then **describe and explain** whether or not the artistic choices effectively communicate the artist's intentions.

Assessment Evidence - Checking for Understanding (CFU)

- **Create** a composition that uses symmetry or asymmetry to establish a sense of balance (LLL)-summative assessment
- **Design** a composition that establishes a mood through the use of balance (HLL)-summative assessment
- **Design and create** an original composition demonstrating the use of balance, and complimentary areas of positive and negative space (HLL)-benchmark assessment

- **Create or design** a sculpture that uses the negative space as the subject (HLL)-benchmark assessmnt
- Think, Pair, Share-formative assessment
- Anticipation Guide-alternative 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://arthistory.about.com/cs/glossaries/g/b_balance.htm
- youtube.com videoes such as "Principles of Art-Balance" (GHSVideoProductions), "Radial Balance Square" (Collin Shadwell), "Visual Balance/Symmetry in Composition Explanation" (Danielson GooneyBerryart)
- Visual Aids Reproductions of mandalas from cultures around the world, the prints of M.C. Escher, Leonardo daVinci (*The Last Supper*), Van Gogh (*Starry Night*)

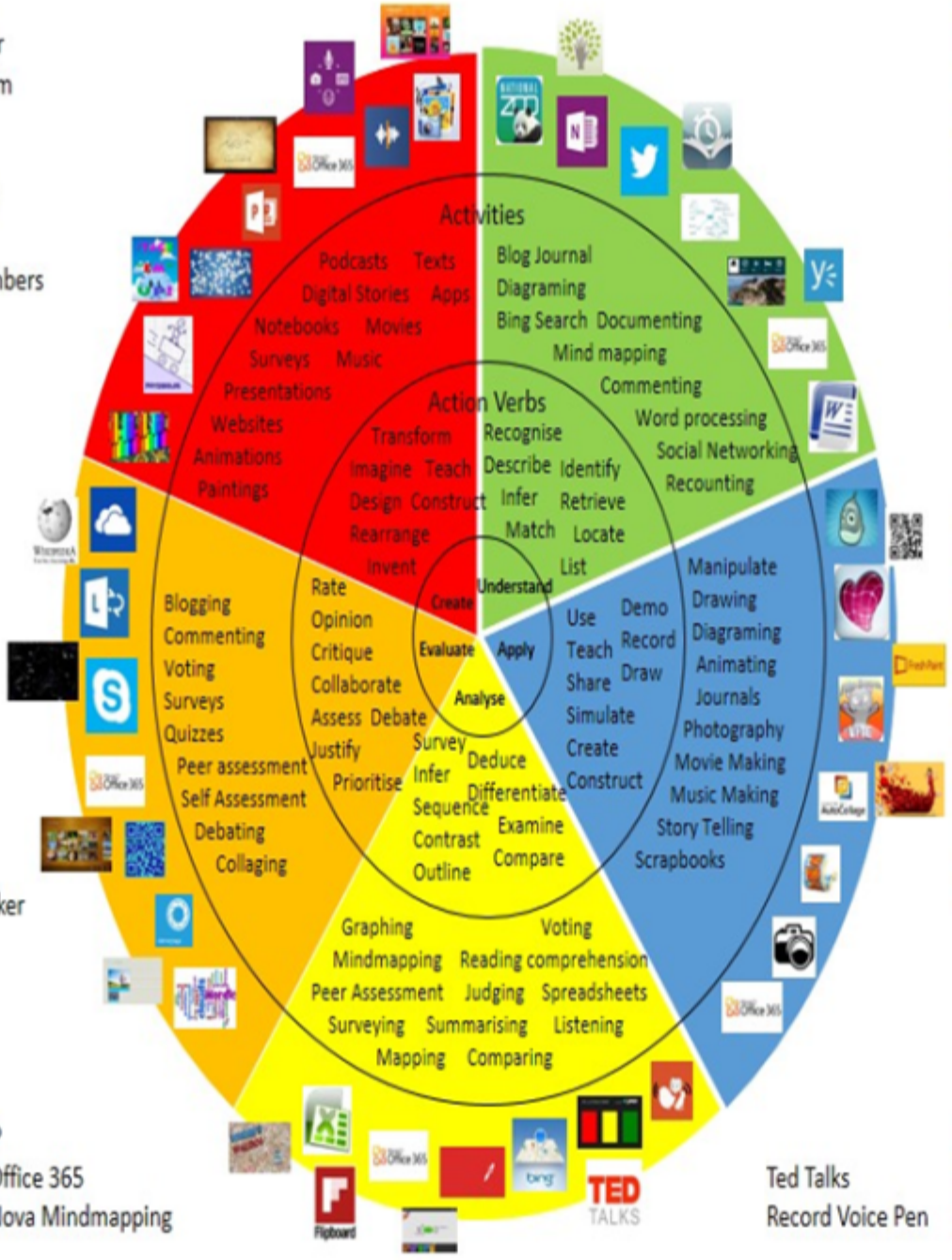
Technology Infusion

- 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.

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
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.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
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.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.GCA	Global and Cultural Awareness
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

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)

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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: BALANCE

CCSS/NJCCCS: see standards listed below

Interdisciplinary Connection: Science/Mathematics

Statement of Objective: SWDAT construct a Japanese style NOTAN using contrasting colored papers working to achieve a sense of balance.

Anticipatory Set/Do Now: How does a mirror image represent balance?

Learning Activity: After studying Japanese NOTAN art, students will select a subject for their own NOTAN creation. Students will be given a square of colored paper and will begin cutting into the edges of the square with intentions of making mirrored-images or parallel images. Each cut-out will reveal a positive space object and create a negative space left behind. Once all cutting is

completed, the remaining portions of the original square will be glued to a backing paper. The cutout portions will be flipped to the outer edges of the square and aligned with their reciprocal. The process will continue until all cutouts have been glued into place creating equal areas of positive and negative space inside and outside the square establishing a sense of balance in the overall completed work.

EXAMPLES/RESOURCES:

NOTAN for Beginners https://youtu.be/vt_HZv0tNZk
The Japanese Art of Notan https://youtu.be/19_f8J0Ya28

How to Make a Notan https://youtu.be/6RVf8y-e6tc

Student Assessment/CFU's: By the end of the unit, students will have a paper cutting demonstrating the balance of positive and negative space through the creation and design of a Japanese Notan
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/Contrasting colored squares of Paper in small and large sizes/scissors/glue

21st Century Themes and Skills: Creativity & Innovation
.
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.