Unit 3: Emphasis

Content Area: **Art**
Course(s): **Sample Course, Art Gr. 7**
Time Period: **October**
Length: **12 days, grade 7 (semester)**
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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 7

EMPHASIS

Belleville Board of Education

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Unit Overview

In this unit, students will study how artists create emphasis on a particular point in their 2D or 3D composition. They will view examples of emphasis in art and apply previous knowledge about color, shape and contrast to understand the concept. Students will understand that emphasis can be accomplished in a number of ways: color can be used to highlight a special feature of the composition, an unexpected image or change in content adds shock value and draws the eye in, or by introducing a shape to the composition where similar shape types do not exist. Students will understand how the compositional arrangement influences the viewer's eye to land on a focal point forcing us to see what the artist intends the audience to see.

In grade 7, students will be able to assimilate the art concept, and then apply it to the creation of an original drawing that uses a contrasting out of place color or shape to establish a focal point in the foreground, middle-ground or background.

Enduring Understanding

Holding the attention of the intended viewer is the goal of the artists, and it is done so through the nonverbal cues of emphasis in well-developed artistic compositions. Emphasis is usually developed through the use of contrast; wherein the more contrast used to create the focal point, the stronger the emphasis.

Essential Questions

Overarching: The "Big Idea":

How does the artist use of emphasis draw in his/her viewer and capture their attention?

Topical: Unit or lesson specific but promoting inquiry:

What does it mean to focus on something?
What makes an object stand out?
What are some methods arts use to creat an area of emphasis in their art work?
Does having a focal point make a piece of art more aesthetically pleasing?
Why are focal points so important?
How does nature use focal points?
How does industry use focal points to trap consumers?

Exit Skills

By the end of Unit 3, 7th grade Visual Art Students Should be able to:

- Analyze how a focal point was used to create an area of emphasis
- Identify tactics that artists use to create focal points in their work
- Describe the relationship that contrast has with developing emphasis in a piece of art
- Determine the importance of a focal point
- Create a composition that uses a focal point to create an are of emphasis in a pice of art

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

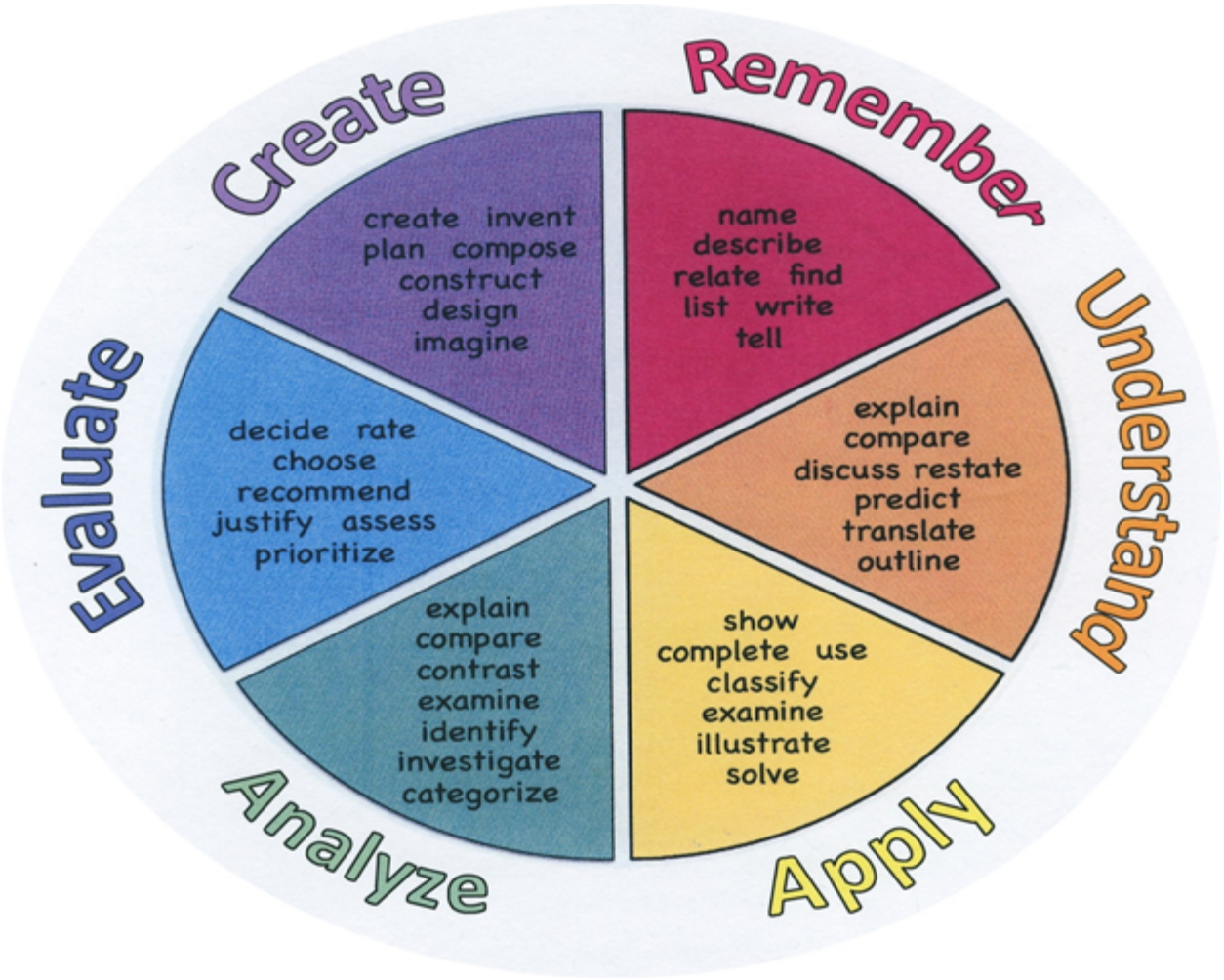
After completing VISUAL ARTS UNIT 3 EMPHASIS, students will be able to:

- **Analyze** how a focal point was used to create an area of emphasis
- **Evaluate and describe** the tactics used by an artist to create focal points in the composition and **defend** whether or not it was an effective tactic
- **Describe** the relationship that contrast has with developing emphasis in a piece of art
- **Justify** the importance of a focal point in their personal work
- **Create** a composition that uses a focal point to create an area of emphasis in a piece of original art
- **Critique** the work of other artists and **hypothesize** how they used emphasis and focal points 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 3 EMPHASIS, students will be able to:

- **Recognize** a focal point in a composition (LLL)
- **Modify** an existing piece of art to create and area of emphasis or a focal point (LLL)
- **Analyze** how a focal point was used to create an area of emphasis
- **Evaluate and describe** the tactics used by an artist to create focal points in the composition and **defend** whether or not it was an effective tactic

- **Describe** the relationship that contrast has with developing emphasis in a piece of art
- **Justify** the importance of a focal point in their personal work
- **Create** an original composition that uses a focal point to establish an area of emphasis
- **Create** an original composition that uses multiple focal point to establish more than one area of emphasis (HLL)
- **Critique** the work of other artists and **hypothesize** how they used emphasis and focal points 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)

Unit test-summative assessment

Admit/Exit tickets-formative assessment

Web-based assessment-alternate assessment

-benchmark assessments

- **Create** an original composition that uses a focal point to establish an area of emphasis
- **Create** an original composition that uses multiple focal point to establish more than one area of emphasis (HLL)

- 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://gcps.desire2learn.com/d2l/lor/viewer/viewFile.d2lfile/6605/4699/Unit_five_lesson_twenty_nine_Emphasis_in_Art_History_print.html
- youtube.com videoes such as "Principles of Design: Emphasis" (Art Soup), "Principles of Art: Emphasis" (arguingart), "The ARt Club Lesson 12 EMPHASIS" (The Art Club Online)
- Visual Aids Reproductions of paintings by Monet (Waterlillies series), Munch (The Scream), Paul Cezanne (*Pyramid of Skulls*), Van Gogh (*Country Road in Provence by Night*)

Technology Infusion

- eBooks pertaining to topics
- Interactive Vocabulary using SmartBoard
- Virtual Field Trips
- Online research assignments using multiple online texts to facilate learning



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).
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
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).

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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- **Create** an original composition that uses a focal point to establish an area of emphasis
- **Create** an original composition that uses multiple focal point to establish more than one area of emphasis (HLL)
- **Critique** the work of other artists and **hypothesize** how they used emphasis and focal points in their compositions, then **describe and explain** whether or not the artistic choices effectively communicate the artist's intentions. (HLL)

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: EMPHASIS

CCSS/NJCCCS: see standards listed below

Interdisciplinary Connection: Science

Statement of Objective: SWDAT create drawing of various landscapes, climates, or habitats demonstrating proper layering of foreground, middleground and background objects. Students will also include an obviously out-of-place animal or object in one of the grounds to create a focal point and emphasis through juxtaposition. The out-of-place object is meant to carry a message about the ill-effects of climate change.

Anticipatory Set/Do Now: Have you ever wondered what the world might look like if climate change

continues moving in a destructive direction? Make a list of 3 places you feel are most affected by climate change and predict what they might look like in 100 years if interventions are not made.

Learning Activity: After learning about climate change, students will select a landscape or habit to focus on as their subject. Students will recreate the landscape illustrating foreground, middleground and background. Students will add to one of the grounds an obviously out-of-place animal or object in order to create a focal point and emphasis through juxtaposition. The out-of-place object is meant to carry a message about the ill-effects of climate change.

EXAMPLES/RESOURCES:

Lesson 4 Emphasis https://youtu.be/vpWGirGq3Ak

Principles of Design: Emphasis https://youtu.be/rG9gx6kjDzI

Principles of Design - Emphasis https://youtu.be/UA7d10OR364

Student Assessment/CFU's: By the end of the unit, students will have a landscape drawing with an out of place object demonstrating the principle of Emphasis while making a commentary on climate change.

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/coloring or painting tools

21st Century Themes and Skills: Creativity & Innovation

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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 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.