Unit 4: Contrast

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

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 7

CONTRAST

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

In this unit, students will study how artists create a sense of contrast in artwork. They will view examples of contrast in art and apply previous knowledge about color to make connections to the topic and to better understand the concept. Students will understand that contrast can be accomplished in a number of ways: through the use of color, shape, or content. Students will understand how the unique relationship contrast colors specifically share, and how they create a unique back-and-forth struggle for dominance in an artistic design.

In 7th grade, students will be able to understand and appreciate the art concept, and then apply it to the creation of a Pop Art style piece dedicated to a notable Black-American using complimentary colors for contrast.

Enduring Understanding

Contrast is the world applied to describe two very different things, such as using varying colors, shapes or content. The more the art elements are different, the more contrast exist. Contrast usually adds intense drama or interest to an artistic composition.

Essential Questions

Overarching: The "Big Idea":

What is the relationship that colors share that allows them to complete for dominance?

Topical: Unit or lesson specific but promoting inquiry:
What does it mean to have contrasting viewpoints or opinions?
Is it better to always agree or have opposing opinions?
What is the benefit of contrasting thoughts?
What would the world look like if everyone agreed to do the same thing and share the same opinions about everything?
How can colors create conflict?
What are some contrasting color families?
What are complementary colors?
What are some methods artists use to create contrast in their artwork?
Does having contrast make a piece of art more aesthetically pleasing?
Why is contrast sometimes important?
How does industry use contrast to shift the opinions of consumers?

Exit Skills

By the end of Unit 4, 7th grade Visual Art Students Should be able to:

- Analyze how contrast creates eye-catching interest that plays back and forth
- Identify tactics that artists use to create contrast in their work
- Describe the relationship that contrast has with developing emphasis in a piece of art
- Determine why an artist might want to create contrast in their work
- Create art that uses contrasting color harmonies in different parts of the composition to create contrast

Interdisciplinary Connections

- English and Language Arts
- Sociology/Psychology
- History

LA.RI.8	Reading Informational Text
	Craft and Structure
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	Integration of Knowledge and Ideas
LA.RI.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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

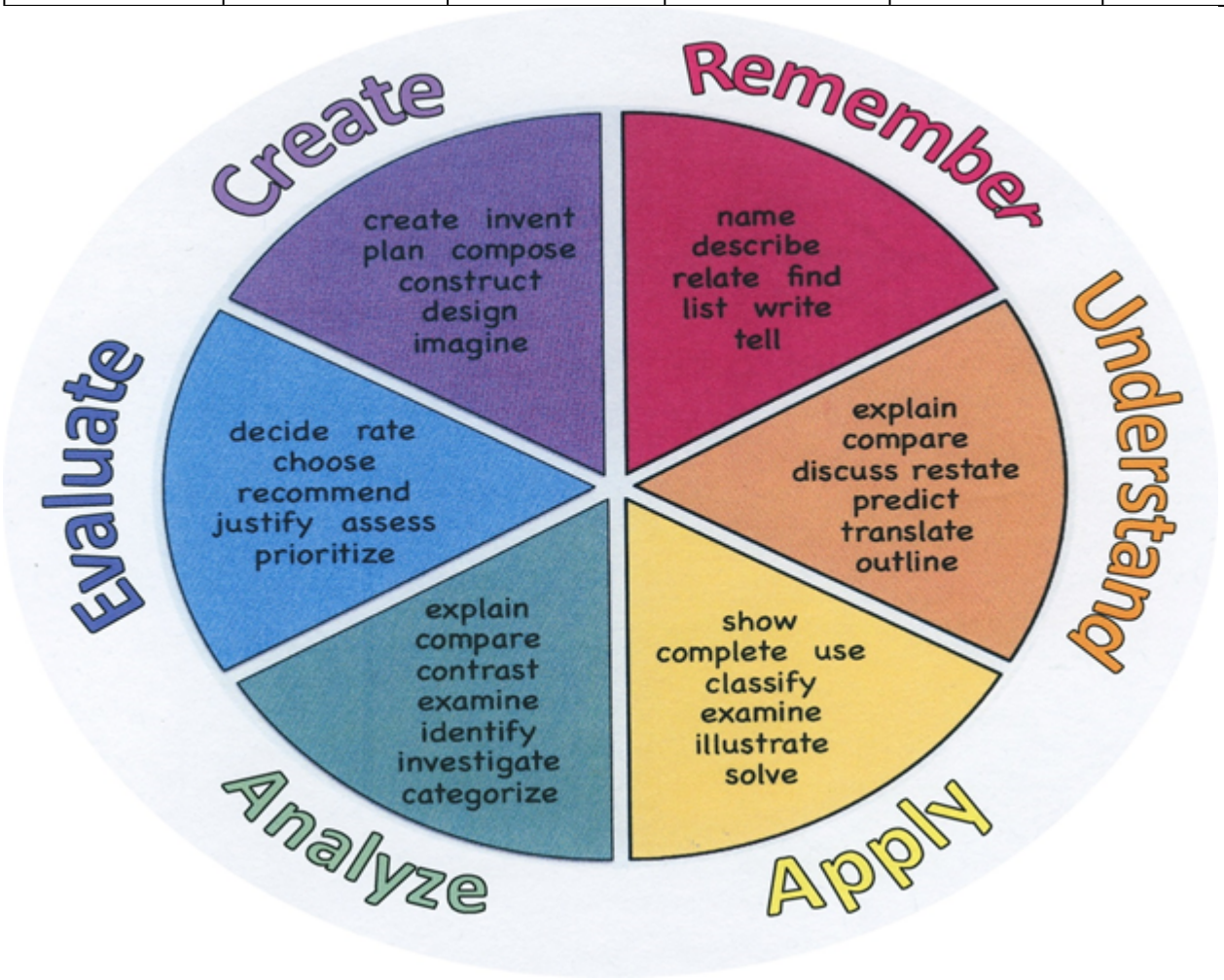
After completing VISUAL ARTS UNIT 4 CONTRAST, students will be able to:

- **Analyze** how contrast creates eye-catching interest that plays back and forth
- **Evaluate and describe** the best tactics that artists use to create contrast in their work
- **Describe** the relationship that contrast has with developing emphasis in a piece of art
- **Determine** why an artist might want to create contrast in their work
- **Create** art that uses contrasting color harmonies in different parts of the composition to create contrast
- **Critique** the work of other artists and **hypothesize** how they used contrast 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

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 10 CONTRAST, students will be able to:

- **Recognize** the use of contrast in an piece of art (LLL)
- **Modify** an existing piece of art to create contrast within the piece (LLL)
- **Analyze** how contrast creates eye-catching interest that plays back and forth
- **Evaluate and describe** the tactics used by an artist to create contrast 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** why an artist might want to create contrast in their work
- **Create** original art that uses multiple areas of contrasting color harmonies in different parts of the composition to create contrast
- **Critique** the work of other artists and **hypothesize** how they could have used contrast in their compositions, then **describe and explain** how the change could have been made and the outcome the change would have on the art's overall theme and mood. (HLL)

Assessment Evidence - Checking for Understanding (CFU)

Unit test-summative assessment

Fist-to Five or Thumb-Ometer-formative assessment

Multimedia reports-alternate assessment

-benchmark assessments

- **Create** original art that uses multiple areas of contrasting color harmonies in different parts of the composition to create contrast
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- 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://wilkempartschool.com/the-importance-of-contrast-in-painting/
- youtube.com videoes such as "Principles of Art - Contrast" (GHSVideoProductions), "Principles of Design: Contrast" (Sara J Balanis), "Secrets of COlor- Hue Contrast: DVD excerpt (Cheap Joe's Art Stuff), "Color Theory Part 11 - Value Contrast vs Color Contrast (Schaefer Art)
- Visual Aids Reproductions of paintings by Mondrian, Warhol, Van Gogh and most Op Art.

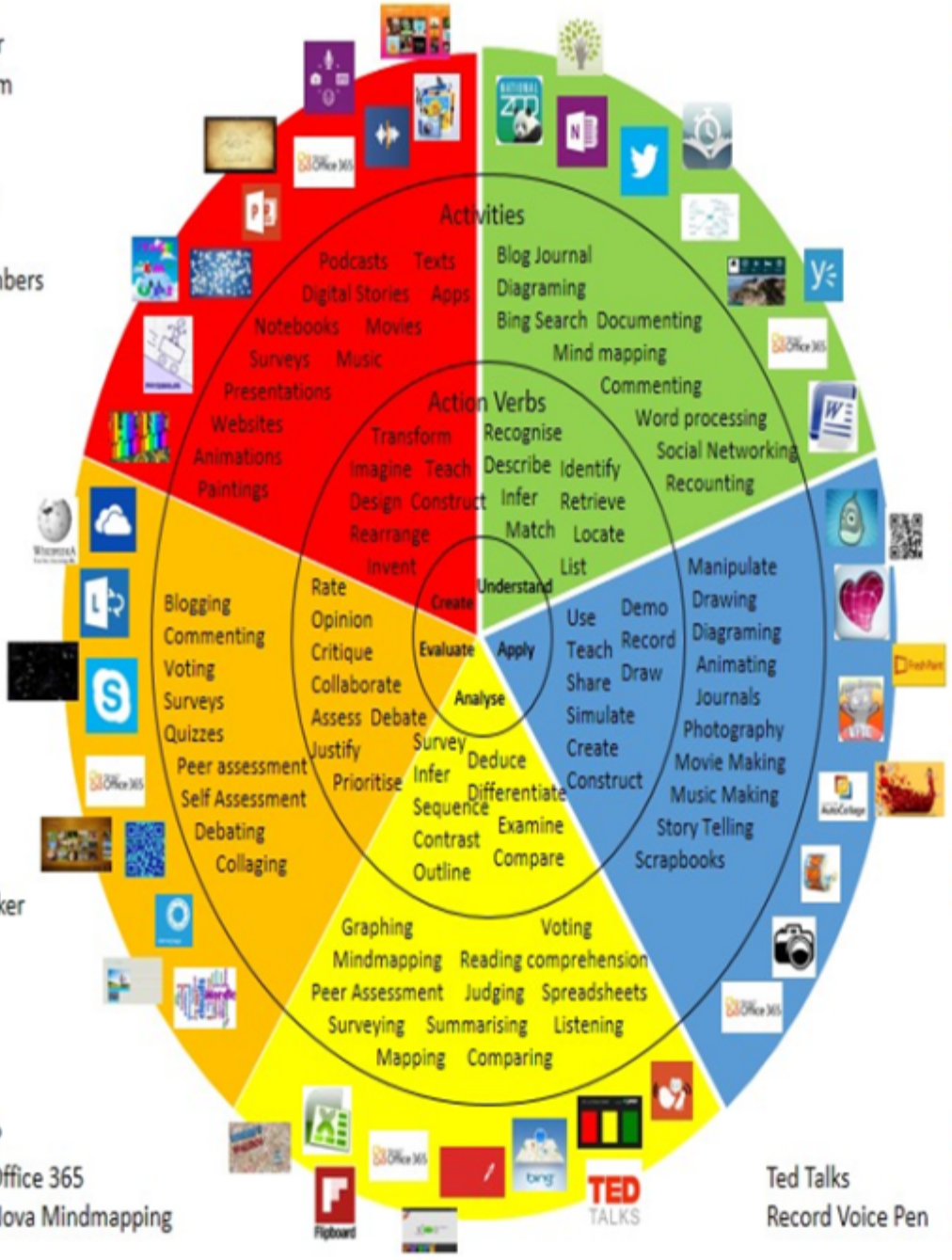
Technology Infusion

- 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).
9.4.8.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.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.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.IML	Information and Media Literacy

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.

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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: CONTRAST

CCSS/NJCCCS: see standards listed below

Interdisciplinary Connection: History

Statement of Objective: SWDAT design a Pop Art inspired tribute to a notable Black-American using complementary colors to create contrast.

Anticipatory Set/Do Now: What does contrast mean? Create a list of 5 things that demonstrate contrast in your opinion.

Learning Activity: After learning about Pop Art, students will apply this knowledge to a painting activity designed to pay tribute to a notable Black-American. Students will examine various methods of pairing colors to create high contrast, but will focus exclusively on complementary color sets. Students will work in style of Andy Warhol's pop portraits creating a grid of identical images of a person. Students will draw the image once, and then duplicates will be provided for the other grid frames. Portraits and backgrounds in each grid

will be painted using sets of complementary color to create contrast within the work.

EXAMPLES/RESOURCES:

Modern Masters - Andy Warhol https://youtu.be/O6rtCr2Coeo

Color Theory Basics https://youtu.be/L1CK9bE3H_s

Top 10 Historical Black Figures that Changed American History https://youtu.be/JTrAfL8jC2Q

Student Assessment/CFU's: By the end of the unit, students will have a Pop Art piece dedicated to a notable Black-American demonstrating contrast through the use of complementary colors.

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/Paint/Photocopier

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.