Unit 7: Movement

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

MOVEMENT

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 a sense of movement in 2D and 3D artwork. They will view examples of movement in art and apply previous knowledge about rhythm to understand the concept. Students will understand that movement can be accomplished in a number of ways: implied through repetition to create rhythm, suggested through the bend and curve of subjects in a 2D or 3D representation, or actual movement and redirection of the viewer's eye as they observe a piece of art. Students will understand how the compositional arrangement influences the viewer's eye to see what the artist intends the audience to see.

In 7th grade, students will be able to understand and appreciate the art concept, and then apply it to the creation of a 2D representation of a figure moving. Students will select an image of a body in motion, and will be given multiple copies of the selected image. Students will cut out and affix the moving bodies in an arrangement that expresses movement . A background will be provided that supports the intended movement.

Enduring Understanding

Repeating elements create visual, implied, or actual movement in an artwork. Visual elements are combined to help the viewer experience the intended movement of the work.

Essential Questions

Overarching: The "Big Idea":

What qualities does a sense of movement bring to a 2D or 3D piece?

Topical: Unit or lesson specific but promoting inquiry:
What are some examples of movement?
Which line types express movement?
How would an artist imply that something/someone is moving in their composition?
Which is more compelling to look at: a portrait of an athlete or an action shot of the athlete? Why?
How does your eye travel through a piece of art?
Does your eye ever feel like it is being "pulled" in a specific direction by art?
How does the artist bring your eye to certain areas of their art work?
Where in a composition would be the best placement of an intended focal point?
How does the body move?
How do express movement on a 2D surface?
How do you create movement in a 3D form?
What are some methods artists use to create movement in their art work?
Does movement always make a piece of art more aesthetically pleasing?

Exit Skills

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

- Recognize movement in a piece of art
- Analyze how patterns, repetition, and rhythm help to create movement in an artwork
- Identify tactics that artists use to create movement in their 2D and 3D work
- Identify tactics used by artists to help direct the viewer's eye throughout the art work
- Determine why an artist might want to use movement in their work
- Create original images that demonstrate movement

Interdisciplinary Connections

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

LA.RL.8	Reading Literature
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.
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

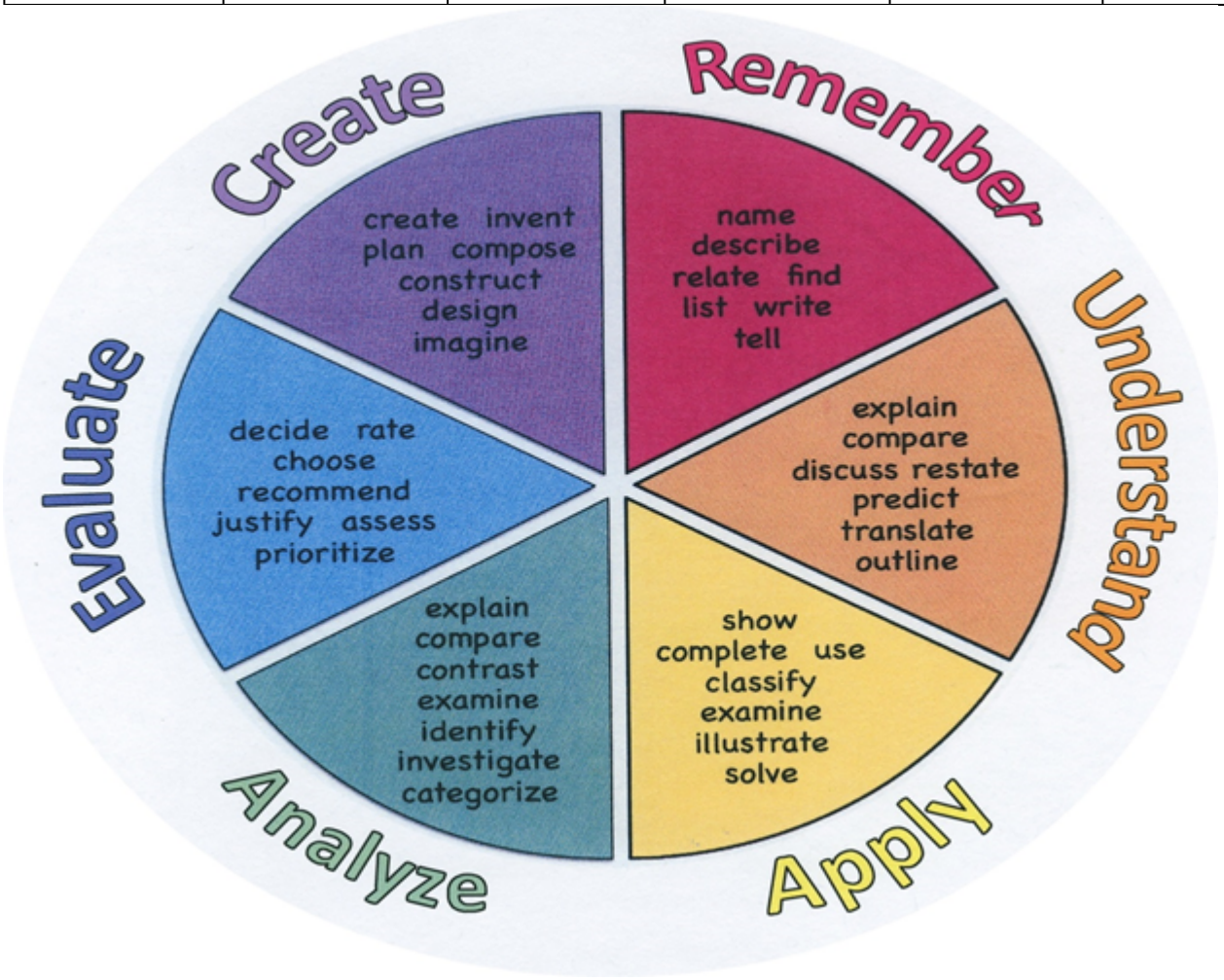
After completing VISUAL ARTS UNIT 7 MOVEMENT, students will be able to:

- **Identify** movement in a piece of art
- **Analyze** how patterns, repetition, and rhythm help to create movement in an artwork
- **Describe** the relationship that rhythm has with lines, colors, shapes, and pattern in a piece of art
- **Identify** tactics that artists use to create movement in their 2D and 3D work
- **Identify** tactics used by artists to help direct the viewer's eye throughout the art work
- **Propose** reasons why an artist would want to establish a sense of movement in their work
- **Create** original art that uses methods to direct the eye throughout the composition
- **Construct** original art that creates movement in 3D
- **Critique** the work of other artists and **hypothesize** how they used pattern in their compositions, then **describe and explain** whether or not the artistic choices effectively establish rhythm in the art.

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 Name Omit Recite Select State Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Give Examples Illustrate Indicate Interrelate Interpret Infer Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Prepare Produce Select Show Sketch Solve Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Point out Select Subdivide Survey Arrange Breakdown Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Contrast Critique Determine Grade Justify Measure Rank Rate Support Test	Invent Make Originate Organize Plan Produce Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



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 7 MOVEMENT, students will be able to:

- **Recognize** the use of movement in a piece of art (LLL)
- **Identify** how movement is used and established in a piece of art
- **Analyze** how patterns, repetition, and rhythm help to create movement in an artwork (HLL)
- **Identify** tactics that artists use to create movement in their 2D and 3D work
- **Identify** tactics used by artists to help direct the viewer's eye throughout the art work
- **Identify** and **experiment with** tactics that artists use to create pattern in their work (LLL)
- **Modify** an existing piece of art by changing its layout or subject to establish a sense of movement (LLL)
- **Propose** reasons why an artist would want to establish a sense of movement in their work
- **Create** original art that uses methods to direct the eye throughout the composition
- **Construct** original art that creates movement in 3D (HLL)
- **Critique** the work of other artists and **hypothesize** how they used pattern in their compositions, then **describe and explain** whether or not the artistic choices effectively establish rhythm in the art. (HLL)

Assessment Evidence - Checking for Understanding (CFU)

- **Propose** reasons why an artist would want to establish a sense of movement in their work-formative assessment
- **Create** original art that uses methods to direct the eye throughout the composition-summative assessment
- **Construct** original art that creates movement in 3D (HLL)-summative assessment
- **Critique** the work of other artists and **hypothesize** how they used pattern in their compositions, then **describe and explain** whether or not the artistic choices effectively establish rhythm in the art. (HLL)-benchmark assessment
- Written Reports-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://flyeschool.com/content/movement
- youtube.com videos such as "Composition in Art Part 2 - Eye Movement" (thevirtualinstructor), "Using Movement and Rhythm in Your Drawing" (train simple) "Creating Movement in Art" (ArtTutor.com),
- Visual Aids Reproductions of paintings by W. Homer, G. Bellows, T. H. Benton, R. Tamayo, VanGogh (*Starry Night*), Duchamp (Futurism, Nude Descending a Staircase), Matisse (*Dance II*), Jasper Johns (The Flags), Grasso (*Barge*), M. Fujino (*The Day of the Sea*), Giacometti's sculptural forms of the human body, K. Haring illustrations, comic books featuring superheros, and animae art

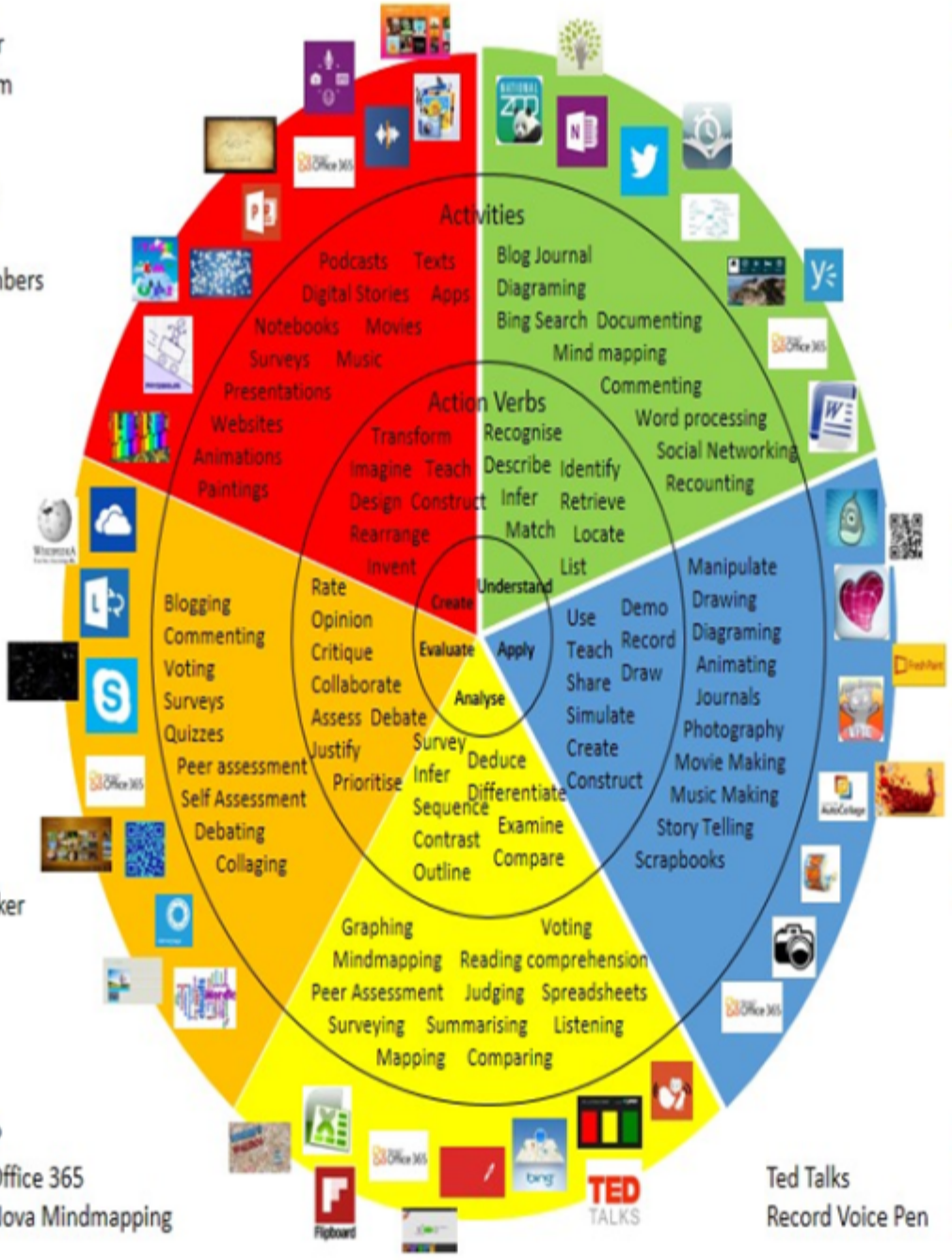
Technology Infusion

- 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.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
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
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)

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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: MOVEMENT

CCSS/NJCCCS: see standards listed below

Interdisciplinary Connection: History/Social Sciences

Statement of Objective: SWDAT create a mixed media collage that focuses on a symbol/image/person/word/object taken from Black History using it as the focal point in the composition and then establishing a sense of movement throughout the composition by creating visual focal pathways that the eye follows around or towards the subject.

Anticipatory Set/Do Now: When looking at art, does the viewer's eyes stay fixed or wander the composition? What keeps the eye moving when looking at art?

Learning Activity: After learning how notable Black artists have used line, shape and color to create a sense of movement in their art, students will apply this knowledge to a mixed media activity. Students will first research and select a symbol/image/person/word/object taken from Black History, and obtain a print out, real artifact or drawing of the selected topic. The object will become the focal point of the composition and will be affixed into place on the picture plane. Using color, line, shape, light/shadow, and mixed media collage, students will create sight lines within their work which will act to draw the viewer's attention/eye to the main idea/subject.

EXAMPLES/RESOURCES:

Mixed Media Painting for Beginners https://youtu.be/Gv4QjF9yjmU

10 Groundbreaking African American Artists that Shaped History https://mymodernmet.com/african-american-artists/

A guide to the aesthetic of the Black Art Movement https://www.kooness.com/posts/magazine/the-black-arts-movement

Student Assessment/CFU's: By the end of the unit, students will have created a mixed media collage that focuses on a symbol/image/person/word/object taken from Black History using it as the focal point in the composition and then establishing a sense of movement throughout the composition by creating visual focal pathways that the eye follows around or towards the subject.

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/Mixed media/Glue/Paint

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 components and 3D elements can be included 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.