Unit 6:Shape

Content Area: **Art**
Course(s): **Art Gr. 8**
Time Period: **December**
Length: **14 days, grade 8**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 8

SHAPE

Belleville Board of Education

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Belleville, NJ 07109

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Unit Overview

In this unit, students will study how artists create shape from line. They will search the environment for examples of shape types and then classify the shapes into two categories: geometric (mathematically derived) and organic (irregular and nature-inspired). They will view examples of shapes use in art and apply previous knowledge about line to build upon the concept. Students will understand that shape is a fundamental for all drawing and has often been used as the subject of art alone.

In grade 8, students will be able to assimilate the art concept, and then apply it to the creation of a composition that relies upon the contrasting shape types as the subject. Students will work abstractly in the style of Matisse to layer shapes in order to build a collaged composition.

Students will learn about Matisse's ailing health conditions and how he still made enormous art installations despite being disabled and confined to a wheelchair.

Enduring Understanding

Although vastly different, organic and geometric shapes can be used together to create a cohesive composition.

Essential Questions

Overarching: The "Big Idea":
How do artists marry together ideas and objects that are extremely different from one another and still mange to establish balance and unity?

Topical: Unit or lesson specific but promoting inquiry:
How are lines and shapes similar?
Does the use of shape differ by media?
How does the use of shape affect the mood of a piece of art?
How can shape affect the balance of a piece of art?
How can shapes be used to create a sense of unity?

Where in the everyday environment can examples of geometric and organic shape relationships be seen?
Does the creation of shape vary using different media?
Does shape influence industry and consumers?

Exit Skills

By the end of Unit 6, 8th grade Visual Art Students Should be able to:

- Identify and understand the relationship between measurable geometric shapes and free-form or nature-inspired organic shapes
- Compare and contrast the characteristic of geometric and organic shapes
- Create and invent examples of geometric and organic shapes
- Recognize and classify shapes as either geometric or organic.
- Create an original artwork demonstrating the use of shapes.

Interdisciplinary Connections

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

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.

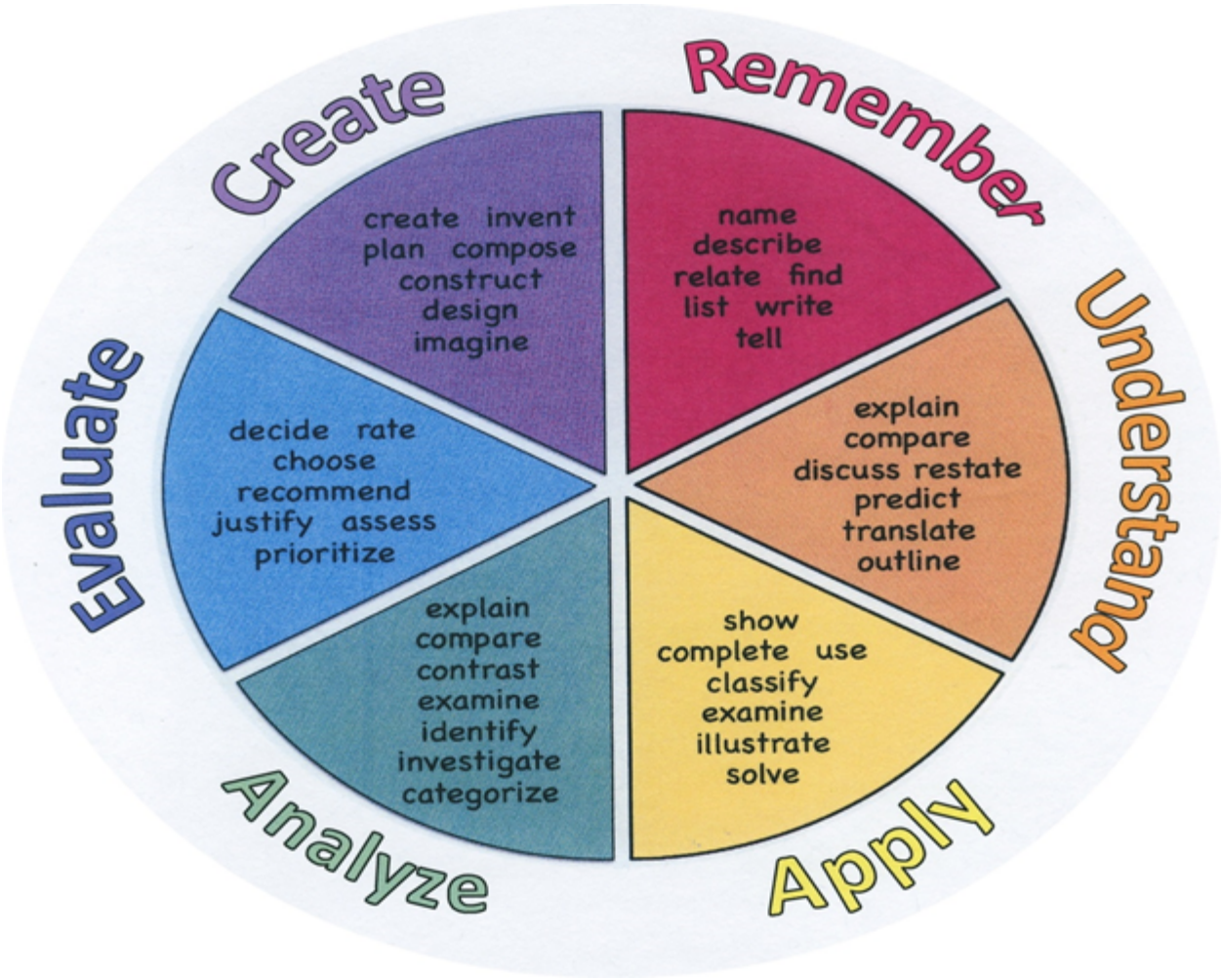
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.

Learning Objectives

After completing VISUAL ARTS UNIT 6 SHAPE, students will be able to:

- **Distinguish** between organic and geometric shapes.
- **Understand** that geometric shapes are precise, measurable and manmade
- **Understand** that organic shapes are often found in nature and can be free-form and irregular
- **Utilize** overlapping shapes to create a sense of space
- **Utilize** repeating shapes to create patterns, balance and harmony
- **Use** shapes to direct the viewers eye through a composition
- **Compare and contrast** the charactertistics of organic and geometric shapes
- **Reimagine** a composition to create pattern, balance and harmony using shapes within the artwork
- **Design and create** an original artwork using shapes as the subject
- **Critique** the work of other artists and **hypothesize** how they used shape in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions.

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 6 SHAPE, students will be able to:

- **Distinguish** between geometric and organic shapes, and the relationships the shape types have with one another. (formative assessment)
- **Compare and contrast** the characteristics of geometric and organic shape types and how they are created. (formative assessment)
- **Understand** that geometric shapes are precise, measurable and man-made. (formative assessment)

- **Understand** that organic shapes are often found in nature and can be free-form and irregular. (formative assessment)
- **Utilize** overlapping shapes to create a sense of space using precut templates (LLL) (formative assessment)
- **Utilize** repeating shapes to create patterns, balance and harmony . (formative assessment)
- **Use** shapes to direct the viewers eye through a composition. (formative assessment)
- **Determine** how color can be used to create harmony and contrast. (formative assessment)
- **Manipulate** shapes and shape types to create contrast (LLL) (summative assessment)
- **Hypothesize** how shape size impacts a sense of space, the balance of a piece and the intended mood of the composition. (formative assessment)
- **Modify** an existing artwork by altering the shapes used to establish a change in mood, or contrast in the artwork. (LLL) (summative assessment)
- **Compare and contrast** the characteristics of organic and geometric shapes. (formative assessment)
- **Re-imagine** a composition to create pattern, balance and harmony using shapes within the artwork. (summative assessment)
- **Design and create** an original artwork using shapes as the subject and highlighting areas of contrast through shape choices (HLL) (summative assessment)
- **Critique** the work of other artists and **hypothesize** how they used shape in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions. (HLL) (alternative assessment)

Assessment Evidence - Checking for Understanding (CFU)

- 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.thevirtualinstructor.com/Shape.html
- youtube.com videoes such as "Elements of Shape KQED Arts" (KQED Art School), "Elements of ARt: Shape" (High School Art Lessons), "Art instruction for children GEOMETRIC AND ORGANIC SHAPES" (dandanart)
- Visual Aids Reproductions of collages by Matisse (*Jazz series*), paintings by Piet Mondrian, Cubist still life paintings by Picasso

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

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- 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.

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	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.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
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.

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

- Environmental 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

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name: SHAPE

CCSS/NJCCCS: see attachment standards below

Interdisciplinary Connection: Mathematics and Geometry/Graphic Design

Statement of Objective: After studying the methods and subject matter used by Henri Matisse to create abstract collage, students will demonstrate the ability to select a realistic image to re-imagine as abstract art and determine the most appropriate paper sculpture/collage techniques to achieve their vision through a paper sculpture technique intensive. (Students will experience a hands-on 3D paper sculpture "boot-camp" to prepare for the project.) Matisse's life will be explored, specifically how he continued to make large art pieces despite being confined to a wheelchair.

Anticipatory Set/Do Now: Describe paper collage or sculpture techniques that you think may be the best method for creating your abstract collage/paper sculpture and why?

Learning Activity: Students will be shown various paper sculpture techniques as finished forms. Students will hypothesize how each were created. Visual demonstrations will be led to construct each method taking into consideration variations of media, tools, size and adhesive. Students will be asked to imagine ways an artist could use each technique to create an artistic piece. Various images from the internet will be examined and the class will be asked to figure out which methods were used for the art and to try to identify the sequence of art methods used by the artist in order to assemble layered paper collages or 3D paper art. Students will select the image with which they want to use as inspiration. As they explore the composition, they will look for representative shapes to use upon recreation as a collage.

Examples to be Used:

https://www.moma.org/artists/3832 Henri Matisse, MOMA

https://youtu.be/jQtCNyaVuwQ Henri Matisse Masterpiece Collection

https://youtu.be/rLgSd8ka0Gs Henri Matisse, The Cut Outs, Tate Modern

Student Assessment/CFU's: Students will amass a series of paper sculpture techniques to utilize in the creation phase of the project. Students will examine the image selected as inspiration to determine shapes needed for the collage process.

Oral questioning throughout demonstration
Thumbs Up/Thumbs Down to demonstrate level of understanding as they work

Materials: Pencil/Paper/scissor/tape/glue

21st Century Themes and Skills: Creativity & Innovation

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Differentiation:
LLL: simplified collage elements
HLL: complex and detailed collage elements

Integration of Technology: Chromebooks/Online websites/YouTube