Unit 1: Line

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

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 8

LINE

Belleville Board of Education

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Unit Overview

In this unit, students will study line and establish how it is the fundamental art element that all other elements and principles rely upon. Students will create line charts exhibiting line types created using various inspiration and media. They will search the environment for line types and classify them into groups that share similar attributes. Students will speculate how line influences the other art elements and principles. They will view examples of the use of texture in 2D and 3D art, as actual and implied textures. They will understand how lines, line variety, and intensity are essential for the successful creation of realistic texture when drawing. Students will learn two methods of shading: cross-hatching and stippling. Students will discuss the role of texture in helping to establish mood and realism.

In grade 8, students will be able to assimilate the art concept, and then apply it to the creation of implied texture. Students will be challenged to create a complete drawing using only one continuous unbroken line.

Enduring Understanding

ENDURING UNDERSTANDING:

- LINE has been the fundamental foundation of all art.
- LINE creates shape.
- LINE variation is how artists imply texture.
- LINE helps to establish a sense of space.
- LINE can imply movement and mood.

EXAMPLES:

- The contour of all shapes and blocks of color no matter the media in use are fundamentally LINES.
- A sense of space and perspective is only achieved through the use of a horizon LINE.

Essential Questions

•Overarching: The overall "Big Idea"
How can line types be used to create a sense of mood and movement in an artistic piece?

•Topical: Unit or lesson specific but still promotes inquiry
How has the use of line transformed from early primitive art work to modern day computer generated graphic art?
How does the meaning of line transform from preschool art to art as an adult?
Which line types are best used to create certain moods?
Which line types are best used to create the sense of movement?
What is implied line and how does it affect the mood of a piece?
How is line used to create space, and how does that affect a sense of mood and movement?
How is line used to create texture, and how does that affect a sense of mood and movement?

Exit Skills

After completing VISUAL ARTS UNIT 1 LINE, students will be able to:

- **Identify** line types used in a composition.
- **Create** different line types.
- **Determine** how line is used to establish a particular mood or movement, and then **design** an original composition using line to establish mood &/or movement.
- **Critique** the work of other artists and **hypothesize** why they chose certain lines in their compositions, then **describe and explain** whether or not the artistic choices effectively create the intended mood or movement.

Interdisciplinary Connections

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

LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
TECH.8.1.P.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
TECH.8.1.P.A.CS2	Select and use applications effectively and productively.

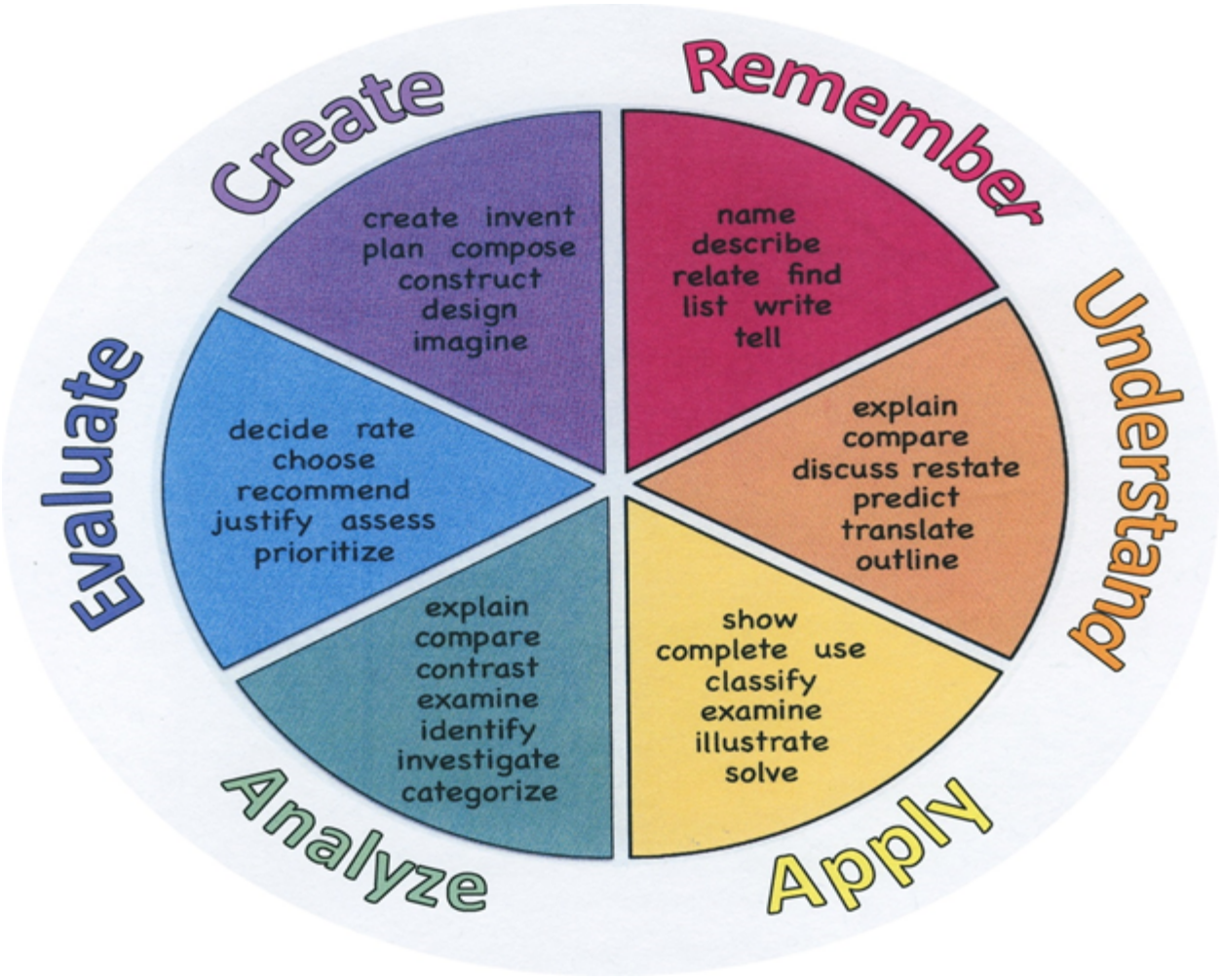
Learning Objectives

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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 teirs 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 1 LINE, students will be able to:

- **Identify** line types used in a composition. (formative assessment)
- **Create** different line types using provided templates. (LLL) - (summative assessment)
- **Classify** lines into groups best suited to achieve certain moods or movement effects. (formative assessment)
- **Modify** an existing artwork by altering the lines used to change the mood. (LLL) (summative assessment)
- **Determine** how line is used to establish a particular mood or movement, and then **design** an original

composition using line to establish mood &/or movement. (formative assessment)

- **Critique** the work of other artists and **hypothesize** why they chose certain lines in their compositions, then **describe and explain** whether or not the artistic choices effectively create the intended mood or movement. (formative assessment)
- **Compose** and instructional booklet categorizing line types and the moods associated with the lines or how to utilize various lines to achieve movement. (HLL) (alternative assessment)

Assessment Evidence - Checking for Understanding (CFU)

- Admit Tickets
- Anticipation Guide
- Compare & Contrast
- 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
- Quizzes
- Red Light, Green Light
- Self- assessments
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Unit review/Test prep
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

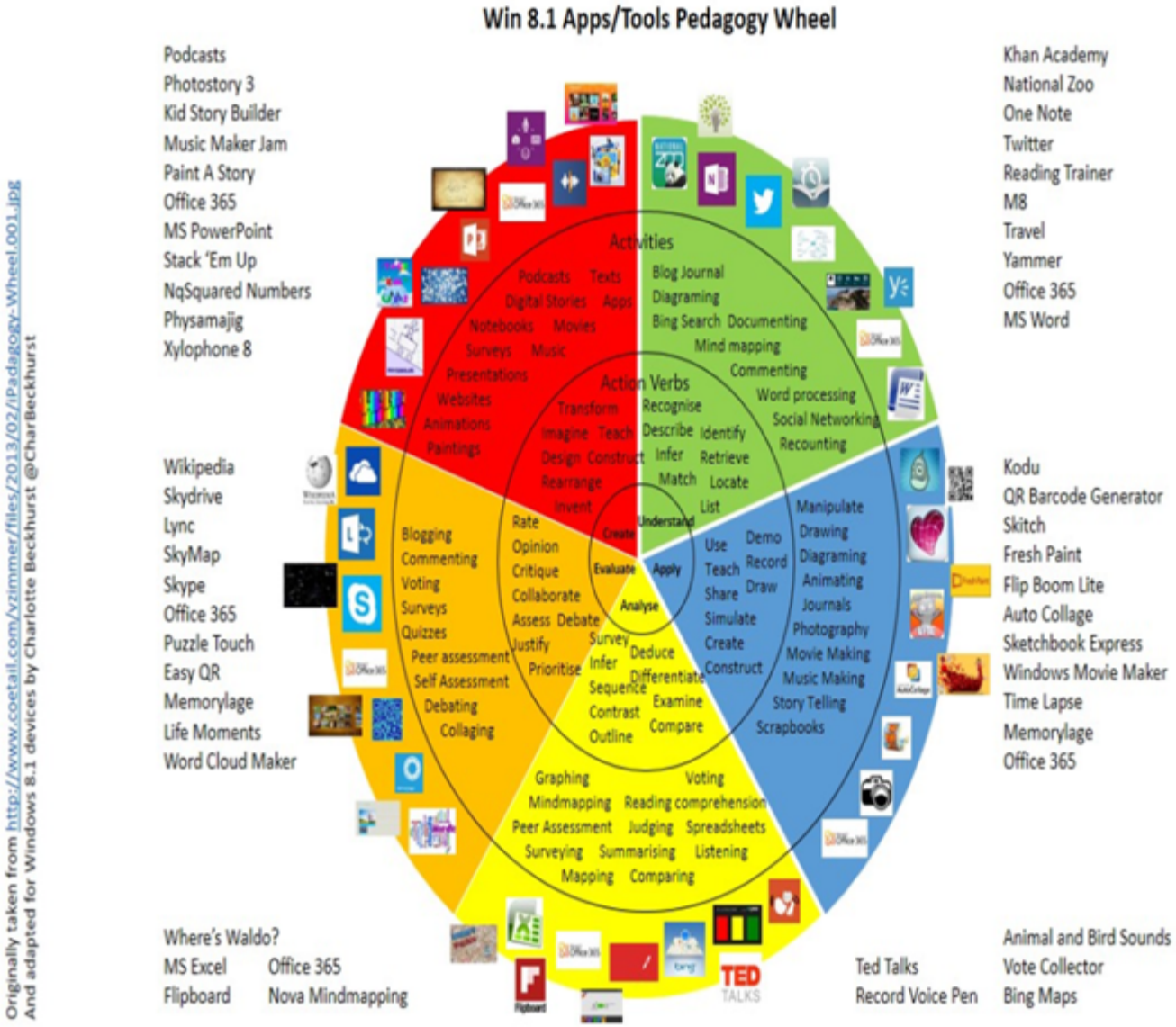
No resources are currently available that are located either within the district or that can be obtained by district resources.

Ancillary Resources

- https://www.teachingchannel.org/videos/teaching-non-figurative-art
- youtube.com: "Elements and Principles of Art" (Kelly Chen), "Elements of Art: Line - KQED ARTS" (KQED Art School), "Teaching Art: Line" (Cassie Stephens), "The Elements of Art - Line" (thevirtualinstructor.com)
- Visual Aid reproductions of gestural line and contour line drawings by Picasso, Matisse (*Young Woman with Face Buried in Arms*) and L. daVinci

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.

	An individual's strengths, lifestyle goals, choices, and interests affect employment and 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.
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.2.IML	Information and Media Literacy
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
	Information is shared or conveyed in a variety of formats and sources.
9.4.2.TL.2	Create a document using a word processing application.

21st Century Skills/Interdisciplinary Themes

- Creativity and Innovation
- Critical Thinking and Problem Solving

- 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
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness

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
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- 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
- 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
- multi-sensory presentation
- 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
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Projects will be driven by choice and modified using any adaptations below to meet the needs and fluency levels of ELL students:

- 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

Projects will be driven by choice and modified using any adaptations below to assist "at-risk" students:

- 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 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)

Projects will be driven by choice and modified using any adaptations below to meet the engagement and needs of Talented and Gifted Learners:

- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Create a blog or social media page about their unit
- 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

The below lesson can be used as an opening exercise for the unit.

Unit Name: LINE AS AN EXPRESSIVE FORM

NJSLS (see standards listed below)

Interdisciplinary Connection: Language Arts

Statement of Objective: SWDAT express mood through the creation of lines that contain embedded pictures

Anticipatory Set/Do Now: Draw a line to illustrate the following words: "boring", "excitement", "tranquility" and "stress"

Learning Activity: Students will view works of art and determine the mood generated by the use of different line types. Discussion will be had about how the mood of the piece could be altered if the line types were changed. Students will then generate three original lines. One that expresses anger, one that seems happy/cheerful and a line that promotes a sense of calm and feels ar ease.

Examples to be used:

"White Line Squares (Series II), XIV" by Josef Albers

"Ocean Greyness", Jackson Pollock

Wassily Kandinsky - Black and Violet

Student Assessment/CFU's: By the end of class, students will have completed a worksheet about the relationship between mood and line.
Oral questioning throughout demonstration
Thumbs up/Thumbs down after each new step is modeled
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

21st Century Themes and Skills: Media Literacy/Creativity & Innovation

Differentiation: Higher Level Learners (HLL)/Lower Level Learners (LLL)
HLL: Locate other works of art that use lines to create mood and share examples with peers. Embed letters and images in the original single line drawings while still creating the intended mood.

LLL: Work with a partner to discern moods of artwork. Be provided with line starters to complete conveying specific moods.

Integration of Technology: Document camera/SmartBoard to broadcast above mentioned images. Chromebooks to be used to research line and mood further.

VPA.1.1.8	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.1.8.D.CS1	Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
VPA.1.2.8.A.CS3	The arts reflect cultural morays and personal aesthetics throughout the ages.
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.CS2	Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
VPA.1.3.8.D.CS4	Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
VPA.1.4.8.A.CS5	Symbolism and metaphor are characteristics of art and art-making.