Unit 5: Space

Content Area: **Art**
Course(s): **Art Gr. 8**
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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 8

SPACE

Belleville Board of Education

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Unit Overview

In this unit, students will study space and the fundamentals of how the illusion of space is achieved in a composition. They will search the environment for examples of positive and negative space. They will view examples of the use of space in 3D art and how the space changes as the viewer's angle changes. Students will understand that the occupied space in an art composition is just as important as the unoccupied space in the composition. Students will understand the layering of the three grounds in a composition: foreground, middleground, and background.

In grade 8, students will be able to assimilate the art concept, and then apply it to the creation of a 3D layered artwork where each ground is created as a separate plan and layered together. Inspiration for this project can be drawn from landscapes and events from any period of time, countries, and cultural landmarks.

Enduring Understanding

Artists use space to establish the depth of an environment and create relationships and balance between objects within that environment.

Essential Questions

Overarching: The "Big Idea":
How do artists use the development of space to communicate the intention of their art?

Topical: Unit or lesson specific but promoting inquiry:
Why do artists use the element of space in their art?
How does the use of space differ from 2D work to 3D work?
How do objects change in appearance from foreground to background?
How does shade change in appearance from foreground to background?
How do artists use shade and grounds to establish a sense of space?
Where in the everyday environment can examples of positive and negative space be seen?
How do the viewpoints of grounds (foreground, middle ground and background) change with perspective?
How is a sense of space created using different media? Which media is best for creating space in a composition?

Exit Skills

By the end of Unit 5, 8th grade Visual Art Students Should be able to:

- Recognize multiple grounds in a composition: foreground, middle-ground and background
- Recognize 1 point and 2 point perspective
- Understand the relationship of positive and negative space
- Create an original artwork demonstrating a sense of space achieved through the establishment of the 3 grounds
- Design a composition that uses a balance of negative and positive space

Interdisciplinary Connections

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

6.2	World History/Global Studies
6.2.2	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)
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.

Learning Objectives

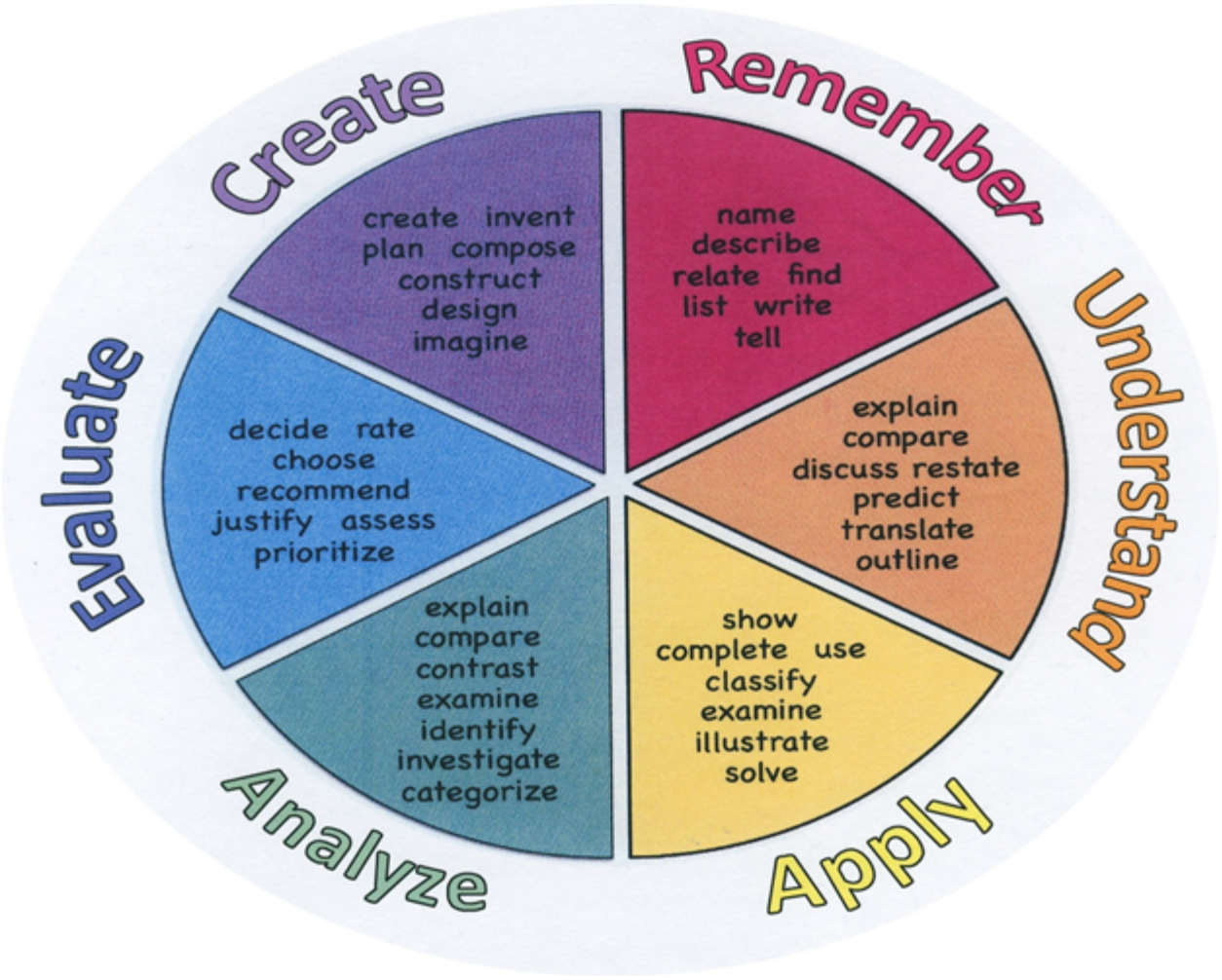
After completing VISUAL ARTS UNIT 5 SPACE, students will be able to:

- **Recognize** multiple grounds in a composition: foreground, middle-ground and background
- **Compare and contrast** the differences between 1 point and 2 point perspective
- **Analyze** the relationship between positive and negative space
- **Design** a composition that uses a balance of negative and positive space
- **Determine** how grounds are used to establish a sense of space, and then **design** an original

composition using overlapping foreground, middle ground and background.

- **Critique** the work of other artists and **hypothesize** how they used space 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 5 SPACE, students will be able to:

- **Recognize** multiple grounds in a composition: foreground, middle-ground and background and how they establish space in the composition. (formative assessment)
- **Compare and contrast** the differences between 1 point and 2 point perspective. (formative assessment)
- **Analyze** the relationship between positive and negative space. **Identify** areas of positive and negative space in a composition. (LLL) (formative assessment)
- **Design** a composition that uses a balance of negative and positive space. (summative assessment)

- **Modify** an existing artwork by altering the grounds used to establish 3D space in the artwork. (LLL) (summative assessment)
- **Determine** how grounds are used to establish a sense of space, and then **design** an original composition using overlapping foreground, middle ground and background. (formative assessment)
- **Critique** the work of other artists and **hypothesize** how they used space in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions. (formative assessment)
- **Create** a drawing in 1 point or 2 point perspective (HLL) (summative assessment)
- **Write** about a choice of art work and comment to specific ideas learned in this unit. (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.craftsy.com/blog/2013/07/hatching-and-cross-hatching/
- youtube.com videoes such as "Beginners drawing - shading part 1" (Mr. Otter Art Studio), "Fundamentals: Value Shading" (CG Cookie Concepts), "How to shade and show value while drawing" (Rhoades Design), "Pen and Ink Shading Challenge, 9 ways to shade and egg" (Alphonso Dunn),
- Visual Aids Reproductions of lithographs by Delacroix, Goya, and Rembrandt

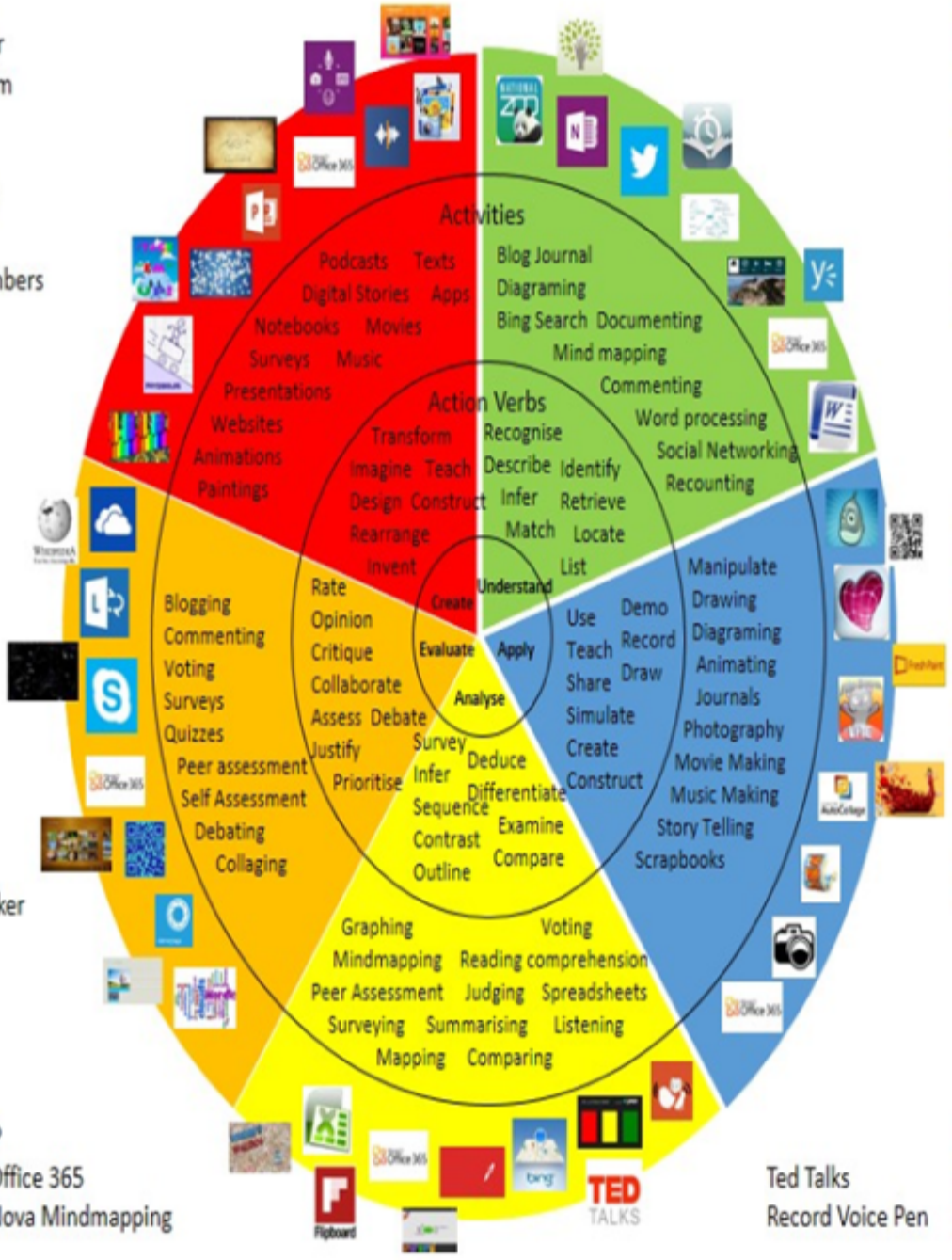
Technology Infusion

- 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.

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
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.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
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
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness

Differentiation

Lower Level Learners (LLL) Higher Level Learners (HLL)

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- **Critique** the work of other artists and **hypothesize** how they used space in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions.
- **Create** a drawing in 1 point or 2 point perspective (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)

- 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: SPACE

NJSLS: see attached standards below

Interdisciplinary Connection: History

Statement of Objective: Students will create a 3D representation of a scene or landscape with inspiration being drawn from cultures, historical landmarks, varying time periods, etc.

Anticipatory Set/Do Now: (Provide a picture for students to reference) If you were able to shrink down and walk into this image, list the objects in order that you would pass from first to last step.

Learning Activity: Students will view several images of landscapes, comic book drawings, and scenes from movies. Students will dissect the imagery into objects nearest, furthest away, and objects falling in between. The concept of grounds will be introduced, and how foreground, middleground and background contribute to a sense of space. Students will select an image with which to work. Images will be taken from historical events, cultural influences, landmarks in foreign countries. After determining which objects fall within each ground, each ground will be sketched separately as a 2D drawing. The negative space in the foreground and the middleground will be cut away to reveal a sightline to the ground behind it. Once all grounds are drawn and cut, then the layers (foreground first, followed my middle ground, and background in the back) can be placed together to create a 3D representation of the original selected image.

Examples to be used:

https://www.georgesseurat.net/eiffel-tower/ Eiffel Tower, George Suerat

https://www.moma.org/magazine/articles/182 Starry Night, Van Gogh

https://www.dreamstime.com/giraffes-african-savannah-beautiful-african-landscape-sunset-serengeti-national-park-africa-tanzania-giraffes-image122254687 Giraffes in Savannah, photo

Student Assessment/CFU's:

By the end of unit, students will have created a small scale 3D representation of the photo original selected as inspiration.

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)

Materials: Tagboard/scissors/pencils

21st Century Themes and Skills: Innovation & Creativity/Critical Thinking

Differentiation/Modifications:

Higher Level Learners (HLL)/Lower Level Learners (LLL)

HLL: Invent your own 3D space

LLL: Use a photo of a still life as inspiration instead of a complex landscape.

Integration of Technology:

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