Unit 10: Contrast

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

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 8

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 grade 8, students will be able to understand and appreciate the art concept, and then apply it to the creation of a poster highlighting a notable Black-American "change maker".

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 complementray colors?
What are some methods artists use to create contarst in their art work?
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 10, 8th grade Visual Art Students Should be able to:

- Analyze how contrast creates eye-catching interest that plays backa nd 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
- 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.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
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.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Learning Objectives

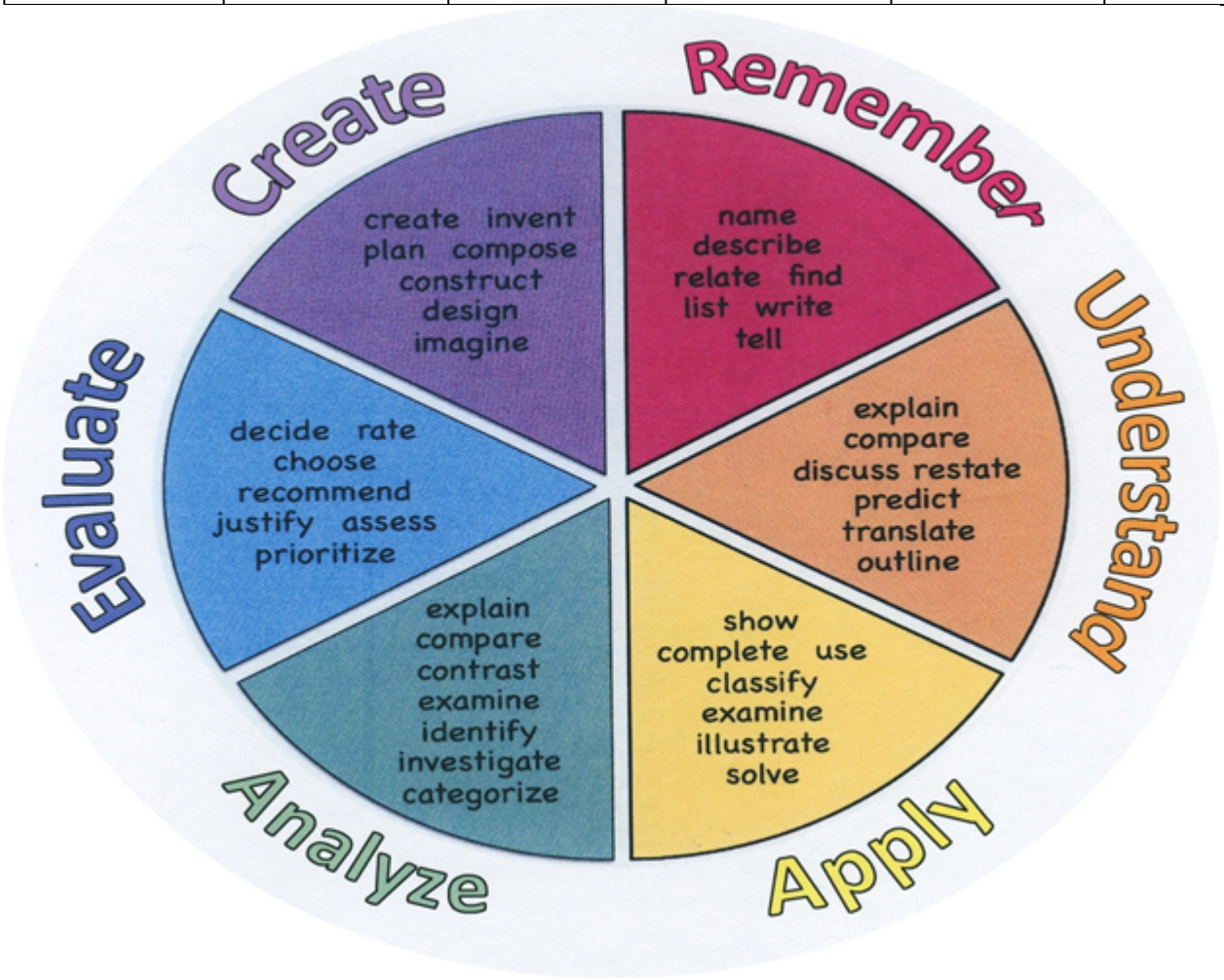
After completing VISUAL ARTS UNIT 10 CONTRAST, students will be able to:

- **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 Repeat Reproduce	Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Point out Separate		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 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)

- **Recognize** the use of contrast in an piece of art (LLL) - (formative assessment)
- **Modify** an existing piece of art to create contrast within the piece (LLL) - (summative assessment)
- **Analyze** how contrast creates eye-catching interest that plays back and forth - (formative assessment)
- **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 (formative assessment)
- **Describe** the relationship that contrast has with developing emphasis in a piece of art (formative assessment)
- **Justify** why an artist might want to create contrast in their work (formative assessment)
- **Create** original art that uses multiple areas of contrasting color harmonies in different parts of the composition to create contrast (summative assessment)
- **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) - (alternative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks (summative assessment)
- 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 (summative assessment)
- 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 (formative assessment)
- Unit tests (summative assessment)
- Web-Based Assessments (alternative assessment)
- 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.

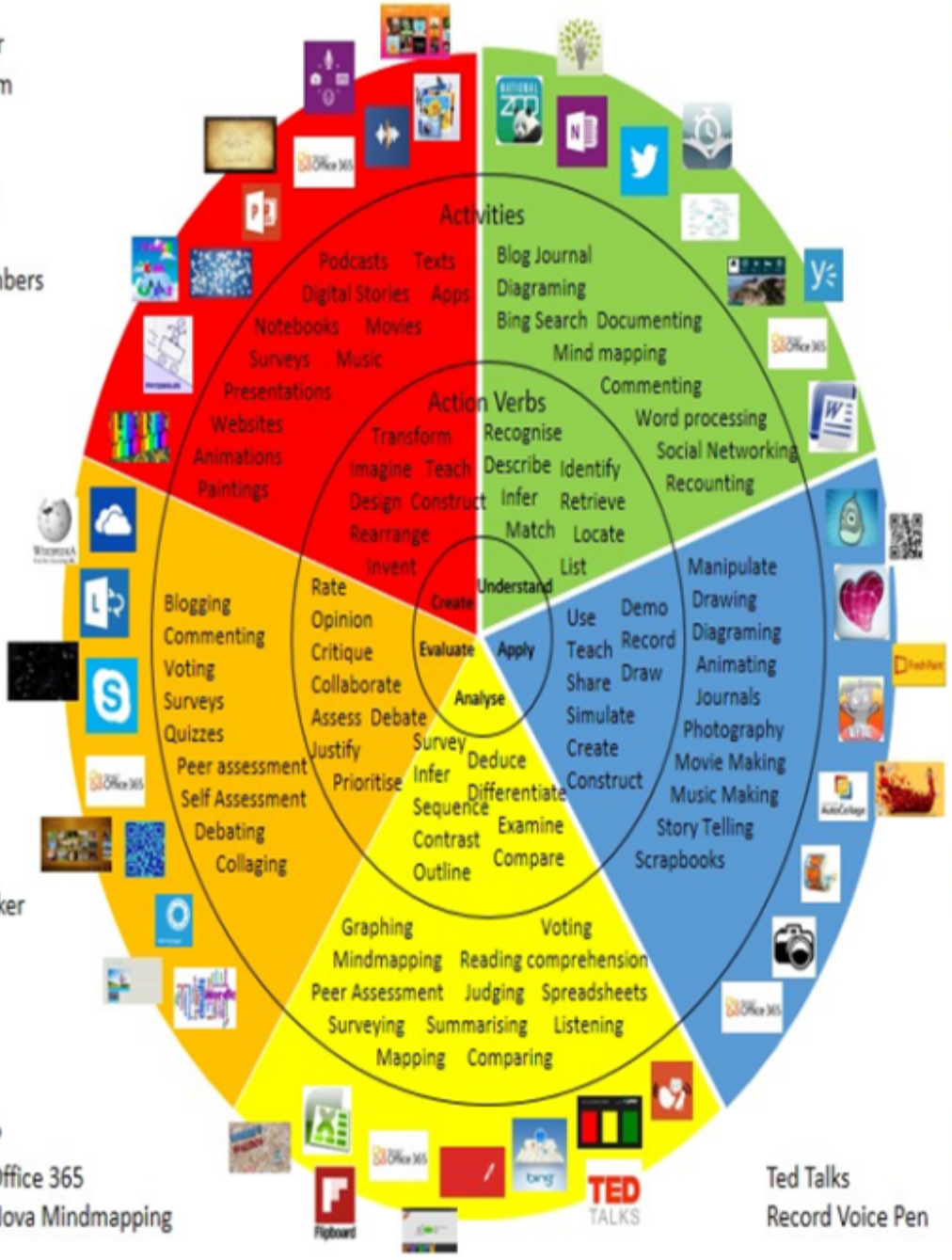
Technology Infusion

- 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.
9.2.8.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.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.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
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

- Civic 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

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

Unit Name: CONTRAST

NJSLS: see standards cited below

Interdisciplinary Connection:History

Statement of Objective: Students will choose a Black historian or contemporary Black American who is considered a "change-maker". Students can create a drawing, painting or collage highlighting the individual and the challenges that were overcome. Students will use contrast methods (color, proportion, texture, shape, etc) to differentiate between the person as the subject and the challenges as the supporting details of the composition.

Anticipatory Set/Do Now: Make a list of 10 things that contrast one another, then share it with your neighbor? Find 3 things you have in contrast with your neighbor.

Learning Activity: Students will learn about contrast in art and the methods by which arts use to create focal points using contrast methods. Students will choose and research a Black historian or contemporary Black American who is considered a "change-maker". Students can create a drawing, painting or collage highlighting the individual and the

challenges that were overcome. Students will use contrast methods (color, proportion, texture, shape, etc) to differentiate between the person as the subject and the challenges as the supporting details of the composition.

Examples used:

Contrast - Art Vocabulary Definition https://youtu.be/u0EBOSH6JcE
What are the Four Types of Contrast in Art? https://www.rampfesthudson.com/what-are-the-4-types-of-contrast-in-art/

5 Ways to Create a Focal Point in Artwork https://thevirtualinstructor.com/how-to-create-focal-points.html

Student Assessment/CFU's: By the end of the unit, students will have created an original poster dedicated to a Black-American highlighting the challenges faced by the subject and uses a method of contrast to create the person of interest the focal point of the art.

Materials: Mixed media/oak tag/canvas/paint/glue/paper/scissors/brushes/markers

21st Century Themes and Skills:Communication Skills/Creativity/Information Literacy

Differentiation/Modifications:

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

HLL: Utilize more than one method to create the focal point

LLL: Use at least one method of contrast in the composition

Integration of Technology: YouTube/online articles/document camera for demonstration purposes/internet for information and image research