Unit 13: Movement

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

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 8

MOVEMENT

Belleville Board of 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 grade 8, students will be able to understand and appreciate the art concept, and then apply it to the creation of an animated story in the style of a flipbook.

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 13, 8th 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

	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

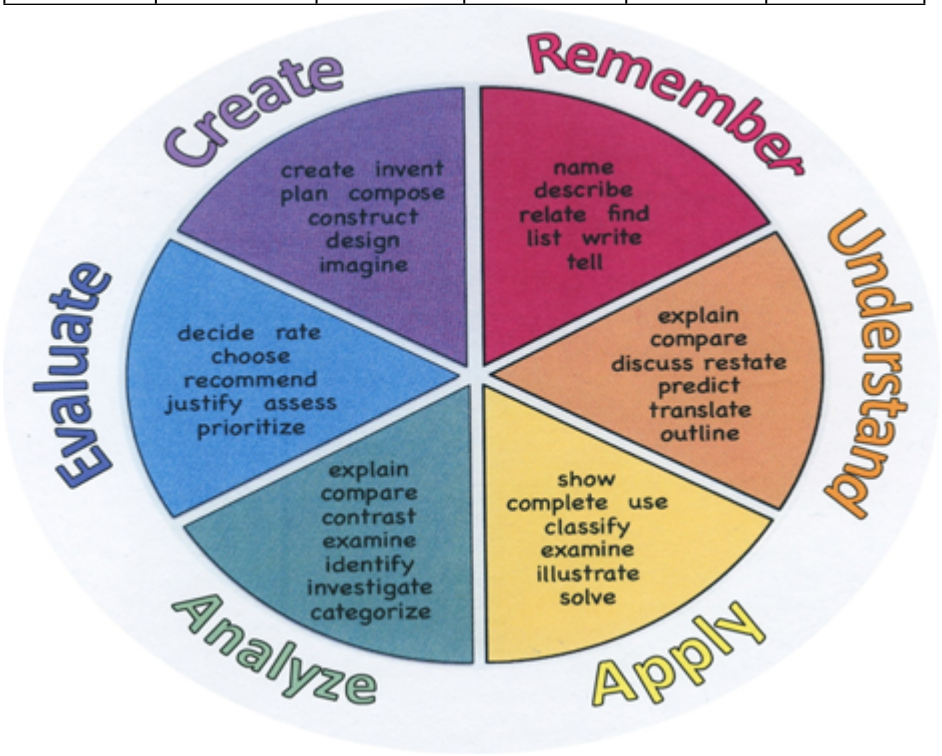
After completing VISUAL ARTS UNIT 13 MOVEMENT, students will be able to:

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

	Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Examine Graph Interpolate Manipulate Modify Operate Subtract			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 13 MOVEMENT, students will be able to:

- **Recognize** the use of movement in a piece of art (LLL) - (formative)
- **Identify** how movement is used and established in a piece of art - (formative assessment)
- **Analyze** how patterns, repetition, and rhythm help to create movement in an artwork (HLL) - (formative assessment)
- **Identify** tactics that artists use to create movement in their 2D and 3D work - (formative assessment)

- **Identify** tactics used by artists to help direct the viewer's eye throughout the art work - (formative assessment)
- **Identify** and **experiment with** tactics that artists use to create pattern in their work (LLL) - (formative assessment)
- **Modify** an existing piece of art by changing its layout or subject to establish a sense of movement (LLL) - (summative assessment)
- **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) - (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://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 ar

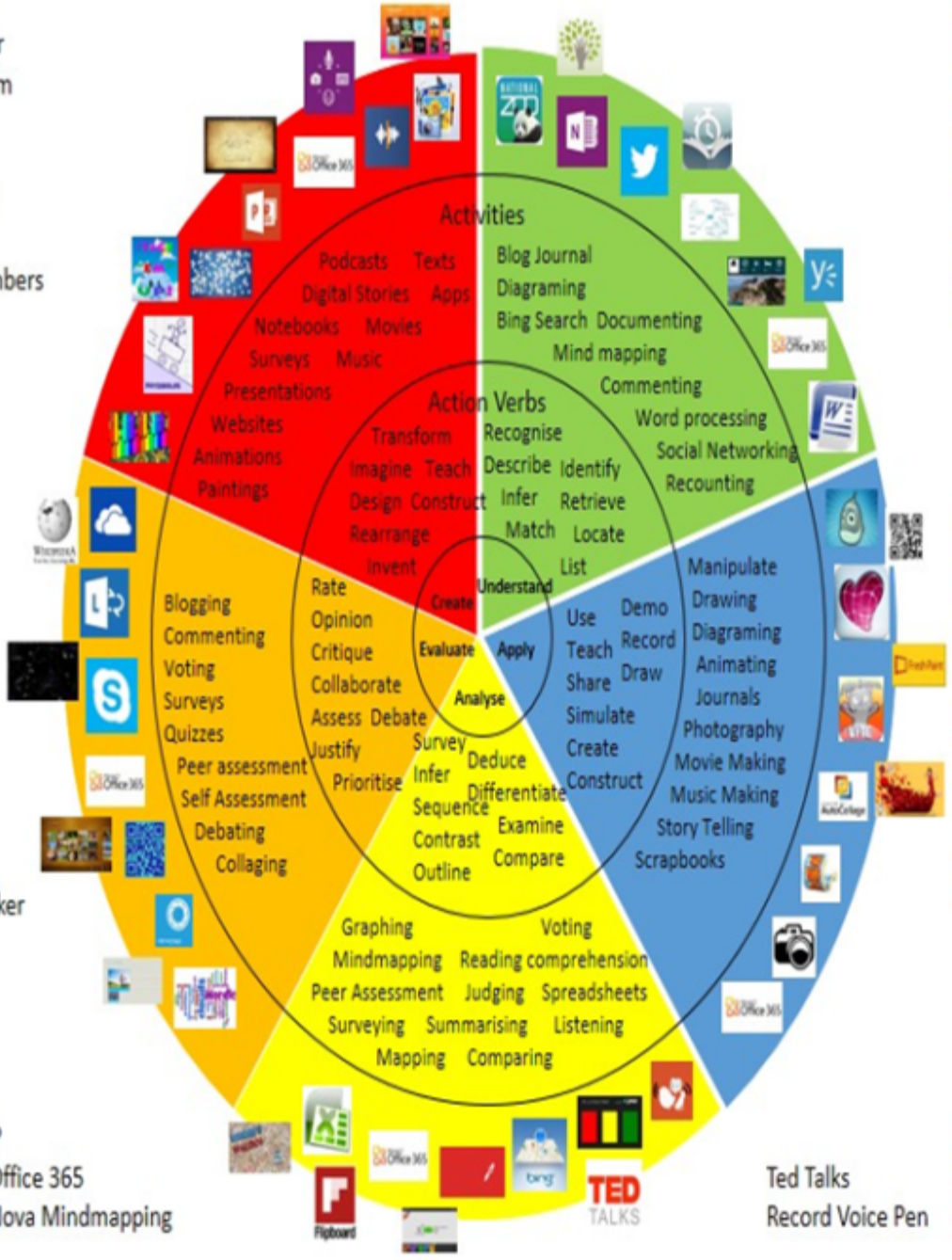
Technology Infusion

- 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
	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.
9.2.8.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.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.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

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
- Global Awareness

Differentiation

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

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- **Construct** original art that creates movement in 3D (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: MOVEMENT

CCSS/NJCCCS: see attachment

Interdisciplinary Connection: Mathematics and Geometry/Graphic Design

Statement of Objective: SWDAT explore the fundamentals of moving 2D pictures by examining stop-animation flip books and then designing an appropriate storyline exhibiting movement.

Anticipatory Set/Do Now: How does movement occur in animated movies and stop-motion animation?

Learning Activity: Students will create movement and animation in their flip books using drawings and color.

Examples to be used:

How to Make a FlipBook https://youtu.be/Un-BdBSOGKY
How to Make a FlipBook animation https://youtu.be/Njl-uqnmBGA

FlipBook Keren Goku versus Superman https://youtu.be/u0EBOSH6JcE

Student Assessment/CFU's: Students will be inspired by climate change and center the storyline around a person, animal, or environment negatively impacted by climate change. The story will follow the main character through "rough times" highlighting the negative outcomes of environmental impacts. Students will create the basic drawings of a storyline outlining the framework for:main characters, setting/location, outside influences such as weather/geological events/time of day, and at least 3 potential actions to take place. Working from the storyboard, students will transfer ideas into a series of animated cels one page at a time for a series of 100 pages.

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/Flip books

21st Century Themes and Skills: Creativity & Innovation

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Differentiation:
LLL: modified design elements will be outlined for special education students
HLL: more complex elements will be required to showcase connections made

Integration of Technology: EdPuzzle and YouTube videos are assigned for reinforcement.