

Unit 3: Symmetry

Content Area: **Art**
Course(s):
Time Period: **Full Year**
Length: **8 Weeks**
Status: **Published**

Unit 3: Symmetry

Unit Rationale

The purpose of this unit is to...

- Teach students that visual balance is one of the principles of art
- Identify symmetry in a work of art where one side of a central axis is a mirror image of the other
- Show students that many objects in nature and daily life are symmetrical such as faces, bodies, leaves, etc.
- Learn how to organize a work of art that is symmetrical and shows balance

Essential Questions

- How do you know when an object or work of art has symmetry/formal balance?
- How do you create balance in a work of art?

Pre-Assessments

The students will be asked to identify images on a handout that are symmetrical. Out of the images they believe to be symmetrical, students will draw the central axis line to show how the image mirrors itself on both sides. The educator will review the answers at the end and will be able to assess the prior knowledge of the students.

Instructional Plan

See description below for Lesson 1 and Lesson 2.

Lesson 1: Identifying Symmetrical Objects

Student Learning Intentions or We are learning to/that ... (WALT)

- Balance is a principle of art usually achieved by symmetry.
- Symmetry is a form of visual balance in which both sides of a central axis are the same.

Student Success Criteria ... “I can statements”

- Identify objects with symmetry by drawing a central axis line and seeing if a mirror image reflects on both sides.

Instructional Strategies and Activities

Part 1: Identifying Symmetrical Objects

- Educator will present Google Slides presentation to students on balance as a principle of art and how that can be achieved through symmetry.
- Educator will distribute handouts with images students have to determine are symmetrical.
- Students will be instructed to identify the symmetrical images by drawing a central axis line through the images they believe to be symmetrical.
- Educator will review the correct answers to the handout as a group. Then, conduct a demonstration on how to begin drawing symmetrically.
- Students will practice drawing their own symmetrical image on a piece of paper in preparation for their final work of art in the lesson to come.

Formative Assessments:

Throughout the process of sketching a symmetrical object, students will be observationally evaluated using the following criteria:

- Can students properly create a central axis line in which the object is a mirror image along?
- Can students sketch a symmetrical drawing that displays the principle of balance?

Instructional Materials and Resources

Student Supplies: Symmetry handouts, pencil, paper, eraser

Educator Materials: Google Slides presentation, symmetry handout, pencil, paper, eraser, lesson sample

Reflections and Suggested Modifications

To be reflected upon by the educator at the completion of the unit.

Lesson 2: Symmetrical Paper Cutting

Student Learning Intentions or We are learning to/that... (WALT)

- Draw and cut symmetrical designs onto construction paper.

Student Success Criteria ... "I can statements"

- Create a work of art that is symmetrical and achieves formal balance.

Instructional Strategies and Activities

Possible Activity #1: Folk Art Form of Wycinanki

- Distribute colored construction paper to students
- Guide students through the process folding their paper in half and drawing an animal connected to half of a tree on one side of the fold
- Emphasize the point that more details can be added later as long as symmetry is achieved
- Instruct students to cut out their design
- Glue symmetrical cut out on either a white or black piece of paper

Possible Activity #2: Carp Kite (based on the Japanese holiday, "Children's Day")

- Distribute colored construction paper and fish tracers
- Students may also have the freedom to create their own tracer if they wish to do so
- Students will use the fish tracer and trace the image onto their construction paper
- Students will cut out the fish and add symmetrical details with markers on both halves of the fish

Formative Assessments

Throughout the process of creating symmetrical works of art, students will be observationally evaluated using the following criteria:

- Do students understand symmetry?

- Are students cutting both sides of the folded paper?
- Do students understand that the fold is the center of the design/central axis?
- Can students cut correctly?
- Did students add all drawn or painted details symmetrically?

Instructional Materials and Resources

Student Supplies: Construction paper, pencil, eraser, scissor, markers, crayons

Educator Materials: Lesson sample(s), construction paper, pencil, eraser, scissor, markers, crayons

Reflections and Suggested Modifications

To be reflected upon by the educator at the completion of the unit.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy

to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

New Jersey Student Learning Standards: Content Area

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

VA.K-2.1.5.2.Cn10a

Create art that tells a story or describes life events in home, school and community.

How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

Integration of Diversity, Equity, and Inclusion:

Students will have the opportunity to learn about the art forms of Wycinanki and carp kites from the Japanese holiday of Children's Day. Teaching students about the culture's of various countries and connecting art to those topics allows for appreciation and acceptance of other that may be different from themselves.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP6	Demonstrate creativity and innovation.
WRK.9.1.2.CAP	Career Awareness and Planning
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Integration of Computer Science and Design Thinking

CS.K-2.8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.
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21st Century Life and Career

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.1.2	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.8.2.2.C.CS1	The attributes of design.

Interdisciplinary Connections: NJSL Standards for ELA, Social Studies, Science and/or Math

MATH.1.G	Geometry
MATH.1.G.A	Reason with shapes and their attributes
MATH.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
MATH.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
ELA.SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.