

Unit 3: Rhythm and Repetition

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

Unit 3: Rhythm and Repetition

Unit Rationale

The purpose of this unit is to...

- Teach students that in order to create visual movement, harmony, and interest in an artwork, rhythm can be used through repetition of lines, shapes, values and colors
- Show repeated visual motifs in a work of art lead the eye around the composition to unify all the elements.

Essential Questions

- How can we engage the viewer and have them take enough time looking at an artwork to understand what you are trying to express?
- What are the parallels between rhythm in music and rhythm in visual art?
- How can we use repetition of visual elements to create both regular and irregular rhythm?
- Why would we use regular rhythm?
- Why would we use irregular rhythm?
- Is one more interesting than the other?

Pre-Assessments

The students will be asked to draw a pattern or design on a piece of paper based on the beat of a song played in class. The educator will examine the students' work and explain how visual rhythm can be created due to the repetition of a sound.

Instructional Plan

See description below for Lesson 1.

Lesson 1: Rhythm and Repetition in Landscapes

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

- Rhythm in art is created through repetition of shapes, lines, colors, values and other art elements.
- Rhythm in art creates visual movement by leading the viewer's eye throughout the composition through its use of repetition of art elements.
- There are parallels between rhythm in music and rhythm in visual art.

Student Success Criteria ... "I can statements"

- Use repetition of visual elements in their art to create rhythm and harmony.
- Create visual movement through the use of rhythm.
- Identify rhythm in others art, both that of their peers and examples from art history.

Instructional Strategies and Activities

Creating Rhythm and Repetition in Landscapes

- Students will be given a blank piece of paper to sketch patterns onto when they listen to the music in class. As they listen to the music, students will translate the sounds into patterns on their paper. The educator and student will examine the results. Rhythm or repetition of pattern should be achieved through this exercise.
- After the results are briefly looked at, the educator will demonstrate how to create repetitive patterns in tree bark and surrounding landscapes.
- Students will begin to sketch their own tree scenery and begin to include patterns that create the illusion of rhythm and movement.
- Students may use paint, pastels, or markers to achieve a fully colored design.

Formative Assessments:

Throughout the process of creating rhythm in the landscape, students will be evaluated using the following methods:

- The educator may question individuals or the class as a whole for understanding of concepts.
- The educator may look at individual works in progress to check for understanding.
- The educator may also administer a "museum walk" style critique for the students to walk around the room, observe each other's artwork, and provide feedback.

Instructional Materials and Resources

Student Supplies: Paper, drawing pencils, eraser, coloring supplies

Educator Materials: Tree landscape lesson sample, paper, drawing pencils, eraser, coloring supplies

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

VA.3-5.1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
VA.3-5.1.5.5.Cr2	Organizing and developing ideas. 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.3-5.1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

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

Integration of Diversity, Equity, and Inclusion:

Students will create a tree landscape drawing. At the end of the unit, students will conduct a "museum walk" critique that will give them the opportunity to provide feedback to each other and observe their work. They

will collaborate on ideas, share their constructive criticisms, and embrace the differences in each of their tree landscape drawings.

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

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

CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
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Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

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.
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