Englewood Public School District
Visual Art
Grade 2

Unit 1: Line/Shape

Overview: This unit introduces students to the skills needed to think both critically and creatively through visual art. Students will demonstrate proficiency in identifying elements of art and principles of design with an emphasis on line and shape. They will identify and explain how geometric shapes and organic shapes are used in works of art. Students will create works of art that demonstrate geometric and organic shapes, as well as directional lines.

NEW JERSEY CONTENT STANDARDS

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Time Frame: First Marking Period

Enduring Understandings:

- Many types of lines, along with the direction of the line, create various shapes.
- Works of art may include organic and geometric shapes.
- The principles of art (unity, balance, contrast, emphasis, movement and pattern) are used in various ways to create a work that express an artist's point of view.

Essential Questions:

- How many different types of lines are there?
- How do we define shape?
- How can we use geometric shapes in art?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.1.2.D.1 **Identify the basic elements of art and principles of design in diverse types of artwork.** **1.1.2.D.2** **Identify elements of art and principles of design in specific works of art and explain how they are used.** **1.3.2.D.1 -** **Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.** **1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.** **1.4.2.A.1**	**Topics** **Types of Lines: Wavy, Zigzag, Straight, Angular, Broken, Radiant, Spiral.** **Direction of lines: Horizontal, vertical, diagonal** **Geometric Shapes: Identify and draw geometric shapes. Circle, square, diamond/rhombus, triangles, etc.** **Geometric vs. organic shapes.** **Objectives** SWBAT - Identify elements of art (geometric vs. organic shapes, various lines) in specific works of art. Explain how geometric shapes and organic shapes are used in works of art. Discuss the theme of art that they view or create.	Students will identify and draw different types of types of lines. **NJSLS M.2.GMD.A, NJSLSAL5** Students will identify in lines (and their direction) in famous works of art. **NJSLS M.2.GMD.C, 6.1.4.C.18** They will represent directional lines in their own artwork. **NJSLS M.2.GMD.A, K-2-ETS1-2** Students will view a lava lamp and notice how the shapes are organic. **NJSLS M.2.G.A** Students will define organic shapes and analyze the difference between geometric and organic shapes in artwork. **NJSLS M.2.G.A, NJSLSA.L6. NJSLSA.SL2.** Students will use playdough and shape cookie cutters to create geometric shapes and then make organic shapes by hand. **NJSLS M.2.G.A**	Wassily Kandinsky, Van Gogh, Matisse Virtual field trip- Metropolitan Museum https://www.metmuseum.org/ Books about Van Gogh: http://www.arthistorykids.com/blog/2016/7/5/vincent-van-gogh-and-the-starry-night-for-kids Line in Art (video and lesson) https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/line.html Types of lines handout: https://www.artisbasic.com/wp-content/uploads/2015/10/Famous-Lines.pdf Types of Lines project: https://kinderart.com/art-lessons/drawing/lines-of-all-kinds/ Starry Night Directional	**Benchmark Assessment:** • Common Formative Assessment **Formative:** • Observation • Question and answer group discussion **Summative:** Line drawings Discussion about organic vs. geometric shapes Original art work Teacher-made check sheets and rubrics which allows students to verify whether they have met all the criteria. **Alternative Assessments:**

Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g. gender, age, absence or presence of training, style, etc.) **1.4.2.B.2** **Apply the principles of positive critique in giving and receiving responses to performances.** **1.4.2.B.3** **Recognize the making subject or theme in works of dance, music, theatre, and visual art.**	Create works of art that demonstrate geometric and organic shapes, as well as directional lines. Critique works of art by themselves and others.	Students will represent organic shapes in various pieces. **NJSLS M.2.G.A** Discuss with peers the types of lines they used in their art work. **NJSLSA.SL1.**	Lines: http://mistypoe.blogspot.com/2013/02/starry-night-lesson-plan.html Artwork using Geometric/Organic Shapes: https://artclasscurator.com/artworks-that-use-shape/ Activities for organic shapes: http://dolvinartknight.blogspot.com/search?q=organic+shapes Lava lamp artwork: https://www.pinterest.com/pin/186899453261048017/	20 Quick Formative Assessments from the art of education: • Outcome Sentences • Affirmations • 3-2-1 https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/

Key Vocabulary:

Line, wavy, zigzag, straight, angular, broken, spiral, radiant, circle, square, rectangle, diamond, rectangle, heart, octagon, triangle, oval, geometric, horizontal, vertical, diagonal, organic shape, geometric shape

Integration of 21st Century Standards NJSLS 9:

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	**Special Education**	**At-Risk**	**Gifted and Talented**
● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Check for understanding of directions ● Use posters with directions written in pictures in all languages ● Seat students close to the teacher. ● Incorporate visuals: graphic organizers, gestures, props	● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Work with a partner ● Provide concrete examples and relate all new assignments to previously learned tasks ● Solidify and refine concepts through repetition. ● Provide extended time. ● Repeat directions ● Check for understanding of directions	● Using visual demonstrations, illustrations ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given.	● Curriculum compacting ● Inquiry-based instruction ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Room for Artistic Choices ● Elevated Technique Complexity ● Additional Projects ● Adaptation of requirements

Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

Social Studies:

6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

Math:

M.2.GMD.A. Measure and estimate lengths in standard units.

M.2.GMD.C. Represent and interpret data.

M.2.G.A. Reason with shapes and their attributes.

Science:

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Integration of Technology Standards NJSLS 8:

8.2.2.A.1 Define products produced as a result of technology or of nature.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and materials needed.

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.E.1 List and demonstrate the steps to an everyday task.

Career Ready Practices:

CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason.
CRP6.	Demonstrate creativity and innovation.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP12.	Work productively in teams while using cultural global competence.