

Englewood Public School District

Visual Art

Grade 2

Unit 3: Shape, Form, Texture

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 shape, form, and texture. They will identify texture in artwork and decide if it is real (actual) or implied and identify examples of matte, shiny, smooth, rough, bumpy, and prickly textures.

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: Third Marking Period

Enduring Understandings:

- An artist's message can be conveyed differently using various forms and texture.
- Forms are made up of both 2 dimensional and 3 dimensional shapes.
- Texture refers to the surface quality in a work of art. Some things feel just as they appear; this is called actual texture. Some things look like they are rough but are actually smooth, which is called implied texture.

Essential Questions:

- How does an artist convey texture? How does that help the viewer experience the piece?
- How does an artist use forms to help connect the viewer to his subject?
- How can you use form and texture in your own artwork?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p>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.</p> <p>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.</p> <p>1.4.2.A.1 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.)</p>	<p>Topics</p> <p>Shapes/Forms-2 and 3 dimensional, texture-implied vs. actual</p> <p>Objectives Create two- and three-dimensional works of art using the basic elements of shape, form, and texture.</p> <p>Identify texture in artwork and decide if it is real (actual) or implied.</p> <p>Students will identify examples of matte, shiny, smooth, rough, bumpy, and prickly textures.</p> <p>Students create artwork that uses actual texture or implied texture.</p> <p>Students will use art vocabulary to describe texture and form in art.</p>	<p>Students will describe works of art that use 2 and 3 dimensional forms.</p> <p>Students will discuss the different art media and mediums that emphasize form. M.2.GMD.D, NJSLS. RI.2.7, NJSLSA.SL2., 6.1.4.C.16</p> <p>Students will create a personal piece of artwork demonstrating form. M.2.G.A.</p> <p>Students will view artwork from various genres and time periods and describe texture (real and implied). 6.1.4.C.16, 6.1.4.D.19</p> <p>Students will compare and contrast various textured items (smooth vs. rough) as they pull items out of texture box. M.2.GMD.D</p> <p>Students will create artwork that demonstrates texture (real or implied). K-2-ETS1-2</p> <p>Students will create a poem that uses words that describe the textures they used in their work of art. NJSLSA.L6, NJSLSA.L3.</p>	<p>Form in art lessons: https://dcmp.org/guides/TID9526.pdf</p> <p>Calder's Mobile: http://www.calder.org/work/by-category/hanging-mobile</p> <p>Calder inspired mobile project: https://www.artwithmrsnguyen.com/2013/04/mobiles-2nd.html</p> <p>Calder's use of form: https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/form.html</p> <p>Sculpture (3D form): https://kinderart.com/category/art-lessons/sculpture/</p> <p>Texture handout: https://www.pinterest.com/pin/555913147737277295/?lp=true</p> <p>Real Texture project: https://kinderart.com/art-lessons/sculpture/bean-</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative:</p> <ul style="list-style-type: none"> Observation Question and answer group discussion Reflections Self-Assessment Peer Assessment <p>Summative: Discussion about form and texture</p> <p>Original artwork demonstrating texture</p> <p>Poem</p> <p>Gallery walk displaying student work.</p> <p>Teacher-made check sheets and rubrics.</p> <p>Alternative Assessments:</p>

		Students will pair with a peer and discuss how their work demonstrates implied texture. NJSLSA.SL1	<p><u>mosaics/</u></p> <p>Cake Counter (implied texture) https://www.reproduction-gallery.com/oil-painting/1193899268/cake-counter-by-wayne-thiebaud/</p> <p>Cake Counter project: http://www.district106.net/html/downloads/2nd%20Grade/artsmart%20%20texture.pdf</p>	<p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> • Outcome Sentences • Affirmations • 3-2-1 <p>https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p>
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Key Vocabulary:

Form, Texture, 2 Dimensions, 3 Dimensions, Actual Texture, Implied Texture, Sphere, Cube, Pyramid, Cylinder, Cone

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
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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:

NJSLS. RI.2.7. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- 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.

Social Studies:

- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Math:

- M.2.GMD.D. 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 NJSL 8:

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