

Englewood Public School District

Visual Art

Grade 4

Unit 4 - Space

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 principals of design with an emphasis on space. They will define space and create seascapes and landscapes demonstrating foreground, middle ground and background.

Time Frame: Fourth Marking Period

Enduring Understandings:

- The ways in which an artist chooses to depict space depends on the message or theme they are trying to convey.
- Perspective is generated by an object's size in relation to its place/space; mathematics becomes involved when an artist uses a vanishing point to which all angles, points and/or sides of an object align with that point.
- Perspective can be brought down to a series of lines, angles and points, as in geometry.
- Space can be the given area an artist created his/her work within or space can be how that given area is utilized.

Essential Questions:

- How and why would an artist define space?
- How would the artist design land and seascapes with foreground, middle ground and background?
- How can artists draw conclusions on space?
- How does the artist use horizontal lines to describe inclusiveness?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p> <p>1.4.5.A.1 Employ basic discipline-specific arts terminology to categorize works of dance, music, theatre,</p>	<p>Topics</p> <p>Define space; draw conclusions on space; identify (define) foreground, middle ground and background; design landscapes with foreground, middle ground and background, relation to land and seascapes.</p> <p>Objectives</p> <p>SWBAT define space and describe how it is used in famous artwork.</p> <p>Locate foreground, middle ground and background in famous artwork.</p> <p>Define foreground, middle ground, and background in landscapes and seascapes.</p> <p>Create original works of art (landscapes, seascapes) using masterworks as inspiration.</p> <p>Use art vocabulary in small group and whole class discussions.</p> <p>Critique works of art in relation to space/perspective.</p>	<p>Students will identify elements of space in works of art (landscapes /seascapes). NJSLSA.L6</p> <p>Students will learn about famous artists that painted landscapes and critique their works. 6.1.4.C.16</p> <p>Students will view artwork depicting landscapes and seascapes identify the unifying theme. NJSLSA.SL2</p> <p>Pair with a partner and write a review of one piece of art that was viewed, using art vocabulary. NJSLSA.SL1, NJSLSA.L6, NJSLSA.L3</p> <p>Students will view famous artwork and identify foreground, middle ground and background. 4.MD.B</p> <p>Using pencils, colored pencils, oil-based paints, tempera paints and origami (paper) students will create and develop works of art relating to land and seascapes. 4.MD.C., 4.G.A., 4.MD.A</p>	<p>Perspective video: https://www.youtube.com/watch?v=V0S5vZKR--Y</p> <p>Landscapes by Pissarro https://www.camille-pissarro.org/</p> <p>Elements of Space in a landscape: http://www.getty.edu/education/teachers/classroom_resources/curricula/landscapes/lesson02.html</p> <p>Winslow Homer (The Fog Warning) https://www.mfa.org/collections/object/the-fog-warning-31042</p> <p>Homer (The Life Line video) https://www.khanacademy.org/humanities/art-americas/us-art-19c/realism-us/v/winslow-homer-the-life-line-1884</p> <p>Homer slideshows: https://www.weinerelementary.org/homer.html</p> <p>Homer Seascape project: https://docs.google.com/document/d/1aF_61qR2bTluTbINAMUYv6lfXlmX89ui51Fy_zxZ1U/edit</p> <p>Seascape Origami:</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> Observation Question and answer group discussion <p>Summative Assessment:</p> <ul style="list-style-type: none"> Teacher-made check sheets and rubrics which allows students to verify whether they have met all the criteria <p>Alternative Assessments:</p> <ul style="list-style-type: none"> 20 Quick Formative Assessments from the art of education: <ul style="list-style-type: none"> Outcome Sentences Affirmations 3-2-1 https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/ Students label various lines and shapes on a handout

<p>and visual art according to established classifications.</p> <p>1.4.5.B.3 Use discipline specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p>		<p>Students will criteria their work and work of peers. NJSLSA.SL1</p>	<p>https://www.artwithmrsnguyen.com/2013/01/seascapes-4th.html</p>	<ul style="list-style-type: none"> • Students use observations to describe shapes in the natural world • Skill evaluation through online gaming scores • Students can cut up and paste shapes to create an object • Students use their bodies to create various types of lines and shapes as a group
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Key Vocabulary:

Space, foreground, middle ground, background, atmospheric pressure, seascape, landscape, origami, emphasis, unity, balance, print-making

Integration of 21st Century Standards NJSLS 9:

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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 Dance 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/

This particular unit has limited language barriers due to the physical nature of the curriculum.

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 Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

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. 	<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

- Oral prompts can be given.

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.

Social Studies:

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Math:

4.MD.A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

4.MD.B. Represent and interpret data.

4.MD.C. Geometric measurement: understand concepts of angles and measure angles.

4.G.A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Integration of Technology Standards NJSLS 8:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.

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.

