

Englewood Public School District

Visual Art

Grade 3

Unit 3: 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 principals 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 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.

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

- Three dimensional shapes/forms include a cube, cylinder, sphere, cone, pyramid, etc.
- Perspective and proportion are related and are important principles of art.
- Math influences art through the use of perspective.

Essential Questions:

- How and when would an artist depict texture ?
- How and why would an artist identify implied texture within art and create line/shape, contrast, emphasis, movement, rhythm and unity?
- How does math influence perspective in art?
- What is space, in relation to visual art?

Standards	Topics and Objectives	Activities	Resources	Assessments
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<p>1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2 Relate common artistic elements that distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g. personal, social, political, historical context).</p> <p>1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artwork using</p>	<p style="text-align: center;">Topics</p> <p>3 dimensions (3D) shapes – sphere, cone, cube, pyramid, cylinder; identify/design forms, take form and transform into everyday objects, (Warhol's Soup can,) identify implied texture within animal portraits and self portraits</p> <p style="text-align: center;">Objectives</p> <p>SWBAT - 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>Identify elements of art (form, texture, color, etc.) in various genres of art.</p> <p>Discuss the elements that are common to various genres and art movements.</p> <p>Critique works of art based on specific criteria.</p> <p>Describe the difference between real and implied texture.</p>	<p>Students will view works of art that portray form and transform everyday objects.</p> <p>Students will be introduced to the Pop Art movement by viewing works from that genre/period. 6.1.4.D.19</p> <p>Students will distinguish works of art that demonstrate texture (real and implied). NJSLSA.L6.</p> <p>Discuss as a class what classifies something as “art”. NJSLSA.SL1</p> <p>Students will list criteria that helps determine what makes art.</p> <p>Work with a small group to create a chart listing items of various textures. NJSLSA.SL1, NJSLSA.L3., NJSLSA.SL2</p> <p>Students will continue developing their knowledge of form and texture, drawing and painting using tempera and watercolor paints and using collage methods. M.3.G.A.1</p>	<p>Andy Warhol (transform everyday objects) https://www.theartstory.org/artist-warhol-andy.htm</p> <p>Andy Warhol (everyday objects) https://www.moma.org/learn/moma_learning/andy-warhol-campbells-soup-cans-1962</p> <p>Texture in artwork: https://artclasscurator.com/texture-in-art-examples/</p> <p>Abstract art intro. (Picasso): https://www.youtube.com/watch?v=RINf5XZDcQs</p> <p>Picasso collage (form and texture): https://www.pablo-ruiz-picasso.net/work-4010.php</p> <p>Portraits like Picasso (texture/shape/color) https://youngartlove.wordpress.com/2015/01/12/picasso-self-portraits-3rd-grade/</p> <p>Implied Texture Animal Portraits (Elephants) https://www.deepspacesparkle.com/ink-elephant-art-lesson/</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative:</p> <ul style="list-style-type: none"> Question and answer during lessons Observation <p>Summative: Discussion about Pop Art</p> <p>Discussion about what makes “art”</p> <p>Original artwork demonstrating form and texture</p> <p>Teacher-made check sheets and rubrics which allows students to verify whether they have met all the criteria.</p> <p>Alternative Assessments:</p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> Outcome Sentences Affirmations
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<p>observable, objective criteria.</p> <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>				<ul style="list-style-type: none"> 3-2-1 https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/
<p>Key Vocabulary: Form, texture, actual texture, implied texture, sphere, cube, pyramid, cylinder, cone</p>				
<p>Integration of 21st Century Standards NJSL 9: 9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.</p>				
<p>Accommodations and Modifications: <i>Students with special needs:</i> 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.</p> <p><i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p> <p><i>Students at risk of school failure:</i> 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.</p> <p><i>Gifted and Talented Students:</i> 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.</p>				
<p>English Language Learners</p> <ul style="list-style-type: none"> Speak and display 	<p>Special Education</p> <ul style="list-style-type: none"> Utilize modifications & 	<p>At-Risk</p> <ul style="list-style-type: none"> Using visual demonstrations, 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> Curriculum 	

terminology and movement <ul style="list-style-type: none"> • 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 	accommodations delineated in the student's IEP <ul style="list-style-type: none"> • 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 	illustrations <ul style="list-style-type: none"> • 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. 	compacting <ul style="list-style-type: none"> • 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
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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.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Math:

- M.3.G.A. 1 Reason with shapes and their attributes.

Integration of Technology Standards NJSL 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.