

# **Englewood Public School District**

## **Visual Art**

### **Grade 2**

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

#### **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:** 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: 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 landscapes with foreground, middle ground and back ground?
- How can artists draw conclusions on space?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.1.2.D.1</b> Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p><b>1.1.2.D.2</b> Identify elements of art and principles of design in specific works of art and explain how they are used.</p> <p><b>1.3.2.D.1 -</b> 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><b>1.3.2.D.3</b> 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><b>1.4.2.A.1</b> Identify aesthetic qualities of exemplary works of art in dance,</p>	<p><b>Topics</b></p> <p><b>Define space; draw conclusions on space; identify (define) foreground, middle ground and background; design landscapes with foreground, middle ground and background.</b></p> <p><b>Objectives</b></p> <p>SWBAT define space, locating foreground, middle ground and background in works of art.</p> <p>Students will create landscapes demonstrating foreground, middle ground and background.</p> <p>Students will critique works of art describing how they used space.</p> <p>Students will identify characteristics of artwork and elements of art that artists used to create landscapes.</p>	<p>Students will define space and discuss how artists use space.</p> <p>Students will view artwork depicting landscapes and identify the unifying theme.</p> <p>Students will learn about famous artists that painted landscapes and critique their works analyzing how perspectives have changed. <b>NJSLSA.SL2., 6.1.4.D.19, 6.1.4.D.20</b></p> <p>Students will view famous artwork and identify foreground, middle ground and background. <b>NJSLSA.L6.</b></p> <p>Students will demonstrate foreground, middle ground, background by working with a group to place objects in the appropriate perspective. <b>NJSLSA.SL1, K-2-ETS1-2</b></p> <p>Using pencils, colored pencils, paper, oil based paints and tempera paints students will create and develop landscapes. <b>M.2.G.A, M.2.GMD.A, K-2-ETS1-2</b></p>	<p>Artwork that depicts space: <a href="https://artclasscurator.com/art-works-that-show-space/">https://artclasscurator.com/art-works-that-show-space/</a></p> <p>Famous Landscape artists: <a href="https://learnodo-newtonic.com/famous-landscape-artists">https://learnodo-newtonic.com/famous-landscape-artists</a></p> <p>Identifying foreground, middle ground, background: <a href="https://www.slideshare.net/ksumatarted/defining-identifying-foreground-middle-ground-background">https://www.slideshare.net/ksumatarted/defining-identifying-foreground-middle-ground-background</a></p> <p>Landscapes with torn paper: <a href="http://fristartmuseum.org/content/uploads/pdf_downloads/115_Nature-Space_FINAL.pdf">http://fristartmuseum.org/content/uploads/pdf_downloads/115_Nature-Space_FINAL.pdf</a></p> <p>Tape Resist landscape: <a href="http://www.mrsbrownart.com/2nd.htm">http://www.mrsbrownart.com/2nd.htm</a></p> <p>Foreground/background-line printing: <a href="http://arttango.com/first_grade_art_lessons/first_grade_Lesson_17.html">http://arttango.com/first_grade_art_lessons/first_grade_Lesson_17.html</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Observation</li> <li>Question and answer group discussion</li> </ul> <p><b>Summative:</b></p> <p>Discussions</p> <p>Critiques</p> <p>Original artwork</p> <p>Teacher-made check sheets and rubrics which allows students to verify whether they have met all the criteria.</p> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>Outcome Sentences</li> <li>Affirmations</li> <li>3-2-1</li> </ul> <p><a href="https://www.theartofed.com/2013/10/18/20-quick-">https://www.theartofed.com/2013/10/18/20-quick-</a></p>

<p>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><b>1.4.2.B.2</b> Apply the principles of positive critique in giving and receiving responses to performances.</p> <p><b>1.4.2.B.3</b> Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>		<p>Use other (torn paper, tape resist) medium to demonstrate foreground, middle ground and background in their own artwork. <b>M.2.G.A, K-2-ETS1-2</b></p> <p>Review artwork they have created throughout the year and describe how they used space. <b>NJSLSA.L3.</b></p>		<p><u><a href="#">formative-assessments-you-can-use-today/</a></u></p>
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**Key Vocabulary:**

Space, foreground, middle ground, background, landscape, emphasis, unity, balance

**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/](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"> <li>● Speak and display terminology and movement</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Check for understanding of directions</li> <li>● Use posters with directions written in pictures in all languages</li> <li>● Seat students close to the teacher.</li> <li>● Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Work with a partner</li> <li>● Provide concrete examples and relate all new assignments to previously learned tasks</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Provide extended time.</li> <li>● Repeat directions</li> <li>● Check for understanding of directions</li> </ul>	<ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Room for Artistic Choices</li> <li>● Elevated Technique Complexity</li> <li>● Additional Projects</li> <li>● Adaptation of requirements</li> </ul>

### 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.  
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**Math:**

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