

Englewood Public School District

Visual Art

Grade 4

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 create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space. Students will compare and contrast the use of form and texture in works of art from a variety of art mediums and application methods.

Time Frame: Third Marking Period

Enduring Understandings:

- Different types of shapes and forms are represented differently in two dimensions and three dimensions.
- There is an important relationship between perspective and proportion
- Using form and texture, everyday objects can be transformed into 3D drawings.
- There is a strong correlation between art and math.

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
-----------	-----------------------	------------	-----------	-------------

<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>1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <p>1.4.5.A.1 Employ basic discipline-specific arts terminology to categorize works of dance, music, theatre, 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</p>	<p>Topics</p> <p>3 dimensional (3D) shapes – sphere, cone, cube, pyramid, cylinder; identify/design forms, take form and transform into everyday objects. Use of texture, along with other elements of design, can convey a variety of messages and emotions.</p> <p>Objectives</p> <p>SWBAT - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space.</p> <p>Compare and contrast the use of form and texture in works of art from a variety of art mediums and application methods.</p> <p>Create artwork demonstrating form and texture using various mediums.</p> <p>Describe the use of form and texture in famous artwork.</p> <p>Critique artwork using art terminology to describe the</p>	<p>Students will identify texture and form in works of art from various cultures and time periods. NJSLSA.W9, 6.1.4.C.16</p> <p>As a class, create an anchor chart depicting the various textures used in art. NJSLSA.R7, NJSLSA.SL2, 4.MD.B</p> <p>Students will continue developing their knowledge of form and texture, drawing and painting using tempera. 4.G.A., 4.MD.C., 4.MD.A</p> <p>Create a work of art that demonstrates texture using the resist technique. CRP6</p> <p>Create a work of art that demonstrates visual texture using a variety of mediums. CRP6</p> <p>Discuss with a group the effectiveness of the various techniques to create texture (real or implied), creating a Venn diagram to highlight similarities and differences. NJSLSA.SL1, NJSLSA.L3</p> <p>Students will critique their work as well as others using art terminology.</p>	<p>Van Gogh (Starry Night-line, shape, texture): https://www.moma.org/collect/works/79802</p> <p>Form in Artwork: https://www.nga.gov/education/teachers/lessons-activities/elements-of-art/form.html</p> <p>Element of art-Texture: https://www.youtube.com/watch?v=Yuyl2JOZ4HQ</p> <p>Texture Painting: https://kinderart.com/art-lessons/painting/impasto-painting/</p> <p>Texture Watercolor Resist https://createartwithme.com/texture-rubbing-abstract-non-objective-watercolor-resist-painting/</p> <p>Visual Texture (Metal Tooling History) https://www.ahschools.us/cms/lib/MN01909485/Centricity/Domain/5314/mexican_tin_art-4.pdf</p> <p>Visual texture (metal tooling): https://kinderart.com/art-lessons/multic/metal-tooling-craft/</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-
--	--	---	--	---

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.	strengths and weaknesses of a piece of art.	NJSLSA.SL1, NJSLSA.L3, NJSLSA.L6		<u>formative-assessments-you-can-use-today/</u> <ul style="list-style-type: none"> • Students label various lines and shapes on a handout • 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
---	---	---	--	--

Key Vocabulary:

Form, texture, actual texture, implied texture, sphere, cube, pyramid, cylinder, cone, three dimensional, two-dimensional, perceived surface quality, actual, simulated, abstract, and invented texture.

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.● 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:			
<p>ELA - NJSLS/ELA:</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p> <p>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.</p> <p>Social Studies:</p> <p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>Math:</p> <p>4.MD.A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>4.MD.B. Represent and interpret data.</p> <p>4.MD.C. Geometric measurement: understand concepts of angles and measure angles.</p> <p>4.G.A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p>			
Integration of Technology Standards NJSLS 8:			
<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>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.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p> <p>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.</p> <p>8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.</p>			
Career Ready Practices:			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>			

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.