

**Englewood Public School District**  
**Visual Art**  
**Grade 5**

**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 line and shape. Students will identify foreground, middle ground and background; students will design landscapes with foreground, middle ground and background, open or closed, shallow or deep & relation to land and seascapes.

**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
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<p><b>1.1.5.D.1</b> <b>Identify elements of art and principles of design that are evident in everyday life.</b></p> <p><b>1.1.5.D.2</b> <b>Compare and contrast works of art in various mediums that use the same art elements and principles of design.</b></p> <p><b>1.3.5.D.2</b> <b>Identify common and distinctive characteristics of artwork from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g. cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.</b></p> <p><b>1.4.5.A.1</b> <b>Employ basic discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</b></p>	<p><b>Topics</b></p> <p><b>Identify (define) foreground, middle ground and background; design landscapes with foreground, middle ground and background, open or closed, shallow or deep &amp; relation to land and seascapes. Sometimes space isn't actually within a piece, but the illusion of it is.</b></p> <p><b>Objectives</b></p> <p>SWBAT define space and locate foreground, middle ground and background.</p> <p>Discuss how the use of space can evoke a mood/emotion in the viewer.</p> <p>Create landscapes and seascapes using foreground, middle ground, background effectively.</p> <p>Create a drawing using 2-point perspective.</p> <p>Describe perspective in class discussions (small and large group) using art terminology.</p>	<p>Students will watch a video about Cristina's world and discuss the different opinions of those interviewed. <b>NJSLSA.SL2</b></p> <p>Students will discuss in small groups how Wyeth's use of space created emotions in the viewer. <b>NJSLSA.SL1</b></p> <p>Students will identify perspective (foreground, middle ground, background) in works of art (Cristina's World, etc.) <b>5.G.B, 5.MD.B., 6.2.8.D.1.b</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. <b>5.G.A, 5.G.B, 5.MD.C.</b></p> <p>Students will demonstrate foreground, middle ground and background in a personal work of art. <b>5.G.A, 5.G.B</b></p> <p>Experiment with drawings using 2-point perspective. <b>5.G.A, 5.G.A, 5.MD.A</b></p>	<p>Andrew Wyeth (<i>Christina's World</i>), Edward Hopper (<i>Nighthawks</i>), etc.</p> <p>Wyeth and others talking about Cristina's World: <a href="https://www.youtube.com/watch?v=2FCujuesEB4">https://www.youtube.com/watch?v=2FCujuesEB4</a></p> <p>Perspective Lesson: <a href="https://lawtonartdocents.wordpress.com/5th/">https://lawtonartdocents.wordpress.com/5th/</a></p> <p>Artwork with various perspectives: <a href="https://artclasscurator.com/art-works-that-show-space/">https://artclasscurator.com/art-works-that-show-space/</a></p> <p>Seascape Project (foreground, middle ground, background): <a href="https://www.artsonia.com/museum/gallery.asp?project=1134778">https://www.artsonia.com/museum/gallery.asp?project=1134778</a></p> <p>2-point perspective lesson: <a href="http://www.artfactory.com/perspective_drawing/perspective_4.html">http://www.artfactory.com/perspective_drawing/perspective_4.html</a></p> <p>Project based on 2-point perspective: <a href="http://dolvinartknight.blogspot.com/2012/03/5th-grade-drawing-2-point-perspective.html">http://dolvinartknight.blogspot.com/2012/03/5th-grade-drawing-2-point-perspective.html</a></p> <p><u>Sample rubrics for Landscape projects:</u></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Observation</li> <li>Question and answer group discussion</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>Teacher-made check sheets and rubrics which allows students to verify whether they have met all the criteria</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>20 Quick Formative Assessments from the art of education: <ul style="list-style-type: none"> <li>Outcome Sentences</li> <li>Affirmations</li> <li>3-2-1</li> <li><a href="https://www.theartofed.com/2013/10/18/20-quick-">https://www.theartofed.com/2013/10/18/20-quick-</a></li> </ul> </li> </ul>
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<p><b>1.4.5.B.3</b> Use discipline specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p><b>1.3.5.D.4</b> 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>Critique artwork identifying strengths and weaknesses of a piece of art using art vocabulary.</p>	<p>Discuss with a peer how their drawings demonstrate perspective using art terminology. <b>NJSLSA.SL1, NJSLSA.L6</b></p> <p>Critique their own artwork as well as peers using a rubric. <b>NJSLSA.R7, NJSLSA.L3</b></p>	<p><a href="https://www.theartofed.com/2017/03/14/5-types-rubrics-use-art-classes/">https://www.theartofed.com/2017/03/14/5-types-rubrics-use-art-classes/</a></p>	<p><u>formative-assessments-you-can-use-today/</u></p> <ul style="list-style-type: none"> <li>• Students label various lines and shapes on a handout</li> <li>• Students use observations to describe shapes in the natural world</li> <li>• Skill evaluation through online gaming scores</li> <li>• Students can cut up and paste shapes to create an object</li> <li>• Students use their bodies to create various types of lines and shapes as a group</li> </ul>
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**Key Vocabulary:**

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

**Integration of 21st Century Standards NJSLS 9:**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally

**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/](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"><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</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>

		space or other behaviors as needed. • Oral prompts can be given.	
<b>Interdisciplinary Connections:</b>  <b>ELA - NJSLS/ELA:</b> NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 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.  <b>Social Studies:</b> 6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.  <b>Math:</b> 5.MD.B. Represent and interpret data. 5.MD.C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 5.G.A. Graph points on the coordinate plane to solve real-world and mathematical			
<b>Integration of Technology Standards NJSLS 8:</b> 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.			
<b>Career Ready Practices:</b> <b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> 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.