

Englewood Public School District

Visual Art

Grade 1

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 view works of art that demonstrate use of positive and negative space. Students will create two- and three-dimensional works of art using the basic elements of color, line, shape, form, 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.

The standards for first grade act as a foundation for further visual arts development. These standards emphasize development of cognitive skills, sensory skills, motor development and problem-solving. Students will learn the value of visual arts and how it connects to other areas of learning.

Time Frame: Fourth Marking Period

Enduring Understandings:

- The ways in which an artist chooses to depict a place 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 and why would an artist decide the difference between negative and positive space?

- How can students understand and define the space around them?
- What is space, in relation to visual art?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.3.2.D.1 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>1.3.2.D.3 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>1.3.2.D.4 Explore the use of a wide array of <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u>.</p> <p>1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a</p>	<p>Topics</p> <p>Define space; negative space/positive space;</p> <p>Objectives</p> <p>SWBAT - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, and space, as well as a variety of art mediums and application methods.</p> <p>View works of art that demonstrate use of space (positive and negative).</p> <p>Describe the qualities of a work of art that makes it appealing.</p> <p>Use art vocabulary to explain how artists use the elements of art.</p> <p>Critique works of art that they view and create.</p>	<p>Using scissors, students will cut and paste various shapes seen in everyday life and make connections. NJSLSA.L.1.5b, NJSLSA.L.3., M.1.GMD.C., 6.1.4.C.18</p> <p>Students will draw, cut, glue, paint or color different types of shapes demonstrating positive and negative space. (M.1.G.A)</p> <p>They will complete their composition by drawing details in the background. (M.1.G.A, K-2-ETS1-2)</p> <p>Students will view various works by artist who demonstrate negative and positive space. (NJSLSA.SL2, NJSLSA.L3.)</p> <p>Students will discuss how the artists use space (positive/negative) and describe why it appeals to them (or not). (NJSLSA.L.6., NJSLS L.1.5B)</p> <p>Students will practice providing positive</p>	<p>Pizza Collages: https://kinderart.com/art-lessons/sculpture/shape-collage-pizzas/</p> <p>Videos about negative and positive space: https://www.youtube.com/watch?v=GLGwbVonfA4 https://www.youtube.com/watch?v=JrEDpWAuOM4</p> <p>Cut outs with negative space: https://www.teachkidsart.net/basic-collage-with-positive-and-negative-shapes/</p> <p>CityScape using negative space and shapes: https://kinderart.com/art-lessons/drawing/architecture-shape-collage/</p> <p>Matisse Cut-outs Exhibit: https://www.tate.org.uk/whats-on/tate-modern/exhibition/henri-matisse-cut-outs</p> <p>Virtual field trip/Video about Matisse: https://www.youtube.com/watch?v=JrEDpWAuOM4</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative:</p> <ul style="list-style-type: none"> Observation Question and answer group discussion <p>Summative: Discussion about positive/negative space in famous artwork</p> <p>Original art projects</p> <p>Critiques</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

<p>variety of <u>art mediums</u> and <u>art media</u>.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p>		<p>comments to their own work as well as peers (TAG method) NJSLSA.SL1</p> <p>Students will read picture books with the teacher and discuss how the artists uses positive and negative space in a photo to tell a story. (NJSLSA.L3)</p>	<p>ch?v=rLgSd8ka0Gs</p> <p>Matisse: Drawing with Scissors by Jane O'Connor https://www.goodreads.com/book/show/224948.Henri_Matisse</p> <p>Artwork that demonstrates space: https://artclasscurator.com/art-works-that-show-space/</p> <p>TAG method of critique: https://www.theartofed.com/2015/10/21/an-engaging-critique-that-taps-into-your-students-love-of-quick-communication/</p> <p>60+ picture books with coordinating art projects https://www.deepspacesparkle.com/art-and-literature-2/</p>	<ul style="list-style-type: none"> • Affirmations • 3-2-1 <p>https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p>
<p>Key Vocabulary: Space, positive space, negative space, contrast, balance</p>				
<p>Integration of 21st Century Standards NJSLS 9: 9.1.4.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</p>				

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/ 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 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"> • 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: 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. NJSLSAL1.5b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). Social Studies: 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. Math: M.1.GMD.C. Represent and interpret data. M.1.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 NJSLS 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 <u>resources</u> . 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.			

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| 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. |