

Englewood Public School District

Visual Art

Grade 3

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 principals 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 land and seascapes with foreground, middle ground and back ground?
- How can artists draw conclusions on space?
- How does the artist use horizontal lines to describe inclusiveness?

Standards	Topics and Objectives	Activities	Resources	Assessments
<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>1.3.5.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>1.4.5.B.3 Use discipline specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p>	<p>Topics</p> <p>Define space; draw conclusions on space; identify (define) foreground, middle ground and background; design landscapes with foreground, middle ground and background, relation to land and seascapes.</p> <p>Objectives</p> <p>SWBAT define space and describe how it is used in famous artwork.</p> <p>Locate foreground, middle ground and background in famous artwork.</p> <p>Define foreground, middle ground, and background.</p> <p>Create works of art demonstrating foreground, middle ground and background, using varied mediums.</p> <p>Compare and contrast various artists interpretation of landscapes, using art vocabulary.</p>	<p>Define and illustrate foreground, middle ground and background using foldables. NJSLSA.L6</p> <p>Demonstrate understanding of foreground, middle ground and background by acting out each with a small group. NJSLSA.SL1</p> <p>View artwork that demonstrates foreground, middle ground and background and label a photocopy. NJSLSA.SL2.</p> <p>Discuss the similarities and differences of the varied landscapes they viewed from different artists. NJSLSA.W9, NJSLSA.L3, 6.1.4.D.19</p> <p>Create an original landscape using collage. M.3.G.A.1</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. M.3.G.A.1</p>	<p>Foldables for defining art vocabulary: http://www.k12.wa.us/IndianEd/TribalSovereignty/High/CWP-HS/Unit4/Level1-Materials/foldables.pdf</p> <p>Famous Landscapes: https://mymodernmet.com/contentemporary-landscape-painting/</p> <p>Landscapes by Cezanne: https://www.youtube.com/watch?v=dPVh2ZrdRgc</p> <p>Georgia O’Keefe Landscapes: https://www.youtube.com/watch?v=NMSL4k35lPc</p> <p>Landscapes lessons: http://www.getty.edu/education/teachers/classroom_resources/curricula/landscapes/lesson02.html</p> <p>Sketching a landscape: https://artprojectsforkids.org/landscape-sketch-for-beginners/</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 answers during lesson <p>Summative: Role play</p> <p>Label artwork</p> <p>Original artwork-landscape projects</p> <p>Class discussions</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>1.3.5.D.4 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 materials to create original works of art.</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 artworks using observable, objective criteria.</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>Critique works of art in relation to space/perspective.</p>	<p>Discuss with peers their use of foreground, middle and background. NJSLSA.SL1</p> <p>Critique their peers work in relation to use of foreground, middle ground and background. NJSLSA.SL1</p>	<p>Collage landscape: http://lessonplanspage.com/art/landscapecollageanddepth36-hm/</p> <p>Critique method: https://www.theartofed.com/2015/10/21/an-engaging-critique-that-taps-into-your-students-love-of-quick-communication/</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>
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Key Vocabulary:

Space, foreground, middle ground, background, atmospheric pressure, seascape, landscape, origami, 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/

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.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.