

## Winslow Township School District

### Grade 6 Art

#### Unit 3: Form

**Overview:** In this unit of study, students will think both critically and creatively through visual art. Students will identify/design forms, such as cube, cylinder, sphere, cone, pyramid, etc., as well as the principles of perspective and proportion. Students will learn and review the different types of shapes and forms and how they are represented in two dimensions as well as three dimensions. They will see the relationship between perspective and proportion and why it is important to utilize these principles when creating art.

Overview	Standards for Art	Unit Focus	Essential Questions
<p><a href="#">Unit 3</a></p> <p style="text-align: center;"><b>Form</b></p>	<ul style="list-style-type: none"> <li>• <b>1.5.8.Cr1a</b></li> <li>• <b>1.5.8.Cr1b</b></li> <li>• <b>1.5.8.Cn10a</b></li> <li>• <b>1.5.8.Re7a</b></li> <li>• <b>WIDA 1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Different types of shapes and forms are represented differently in two dimensions and three dimensions.</li> <li>• There is an important relationship between perspective and proportion</li> <li>• Three dimensional (3D) shapes can be seen in everyday objects.</li> <li>• Use of real or implied texture, along with other elements of design, can convey a variety of messages and emotions</li> </ul>	<ul style="list-style-type: none"> <li>• How and when would an artist depict texture?</li> <li>• How and why would an artist identify implied texture within art and create line/shape, contrast, emphasis, movement, rhythm and unity?</li> <li>• How do you render a 3-dimensional form onto a two-dimensional surface?</li> </ul>
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• Students will be able to create two- and three-dimensional works of art using the basic elements of line, shape, form, texture.</li> <li>• Students will be able to create original art demonstrating texture using a variety of art mediums and application methods.</li> <li>• Students will be able to define and identify real and implied texture in works of art.</li> <li>• Students will be able to create an original work of art that demonstrates implied texture.</li> <li>• Students will be able to describe the use of form and texture in famous artwork.</li> <li>• Students will be able to critique peer’s artwork using art terminology to describe the strengths and weaknesses of a piece of art.</li> </ul>		

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Curriculum Unit 3	Standards		Pacing	
			Weeks	Unit Weeks
<b>Unit 3: Form</b>	<b>1.5.8.Cr1a</b>	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.	3	9
	<b>1.5.8.Cr1b</b>	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.		
	<b>1.5.8.Cn10a</b>	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.	2	
	<b>1.5.8.Re7a</b>	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.	2	
	Assessment, Re-teach and Extension		2	

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**Unit 3 Grade 6**

<b>Enduring Understanding</b>			<b>Indicator #</b>	<b>Performance Expectation</b>
<b>Enduring Understandings:</b> Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	<b>1.5.8.Cr1a</b>	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.		
	<b>1.5.8.Cr1b</b>	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.		
<b>Enduring Understanding:</b> Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	<b>1.5.8.Cn10a</b>	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.		
<b>Enduring Understandings:</b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	<b>1.5.8.Re7a</b>	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.		

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Assessment Plan

- Class discussions
- Independent & group work/projects
- Benchmark assessments
- Teacher Observations
- Performance Tasks

- [Nature Weavings](#): Students will prepare simple, circular looms, then head outside to gather materials.
- Discussion about form and texture
- Students will create a [scratch art](#) drawing that demonstrates implied form.

Resources

- Chromebooks
- Group discussions
- Manipulatives
- SMARTboard / Mimio Technology
- Google Applications (Documents, Forms, Spreadsheets, Presentation)
- [Projects](#)
- <https://kinderart.com/>
- [THE ULTIMATE LIST OF TEXTURE IN ART EXAMPLES](#)

Activities

- Students will continue developing their knowledge of form and [texture](#), drawing and painting using tempera and watercolor paints.
- [The Importance of Texture in Abstract Art](#): Students will learn how various artists use of texture and discuss real vs. implied texture and how/why these elements have an impact on the design of everyday objects.
- Students will partner with each other to list the [comparisons](#) and differences of how the artists used the elements in their respective work.
- Students will research then collaborate to create a [rubric](#) to [evaluate](#) artworks effectiveness regarding texture. Then students will also critique their artwork based on their effectiveness in creating the impression of texture, using a rubric.
- Students will research an object in which the texture (real or implied) impacts marketing and sales of that item and explain why.

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##### Instructional Best Practices and Exemplars

- |   |  |
|---|--|
| 1. Identifying similarities and differences     | 6. Cooperative learning                      |
| 2. Summarizing and note taking                  | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses         |
| 4. Homework and practice                        | 9. Cues, questions, and advance organizers   |
| 5. Nonlinguistic representations                | 10. Manage response rates                    |

##### 9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

##### **Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

##### **Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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##### Modifications for Special Education/504

***Students with special needs:*** The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. 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.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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##### Modifications for At-Risk Students

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

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grade 6 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li><li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li><li><input type="checkbox"/> Oral Language</li></ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"><li>• Relate to and identify commonalities in art studies in student’s home country</li><li>• Assist with organization</li><li>• Use of computer</li><li>• Emphasize/highlight key concepts</li><li>• Teacher Modeling</li><li>• Peer Modeling</li><li>• Label Classroom Materials - Word Walls</li></ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"><li>• Raise levels of intellectual demands</li><li>• Require higher order thinking, communication, and leadership skills</li><li>• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li><li>• Provide higher level texts</li><li>• Expand use of open-ended, abstract questions</li><li>• Critical and creative thinking activities that provide an emphasis on research and in-depth study</li><li>• Enrichment Activities/Project-Based Learning/ Independent Study</li></ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"><li>❖ <a href="#">Gifted Programming Standards</a></li><li>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li><li>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li></ul>



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**Interdisciplinary Connections**

**Interdisciplinary Connections:**

**ELA Standards:**

**NJSLS.SL.6.1.** Engage Effectively in A Range of Collaborative Discussions (One-On-One, In Groups, And Teacher-Led) With Diverse Partners on Grade 6 Topics, Texts, And Issues, Building on Other Ideas and Expressing Their Own Clearly.

**NJSLSA.L.6.3.** Use Knowledge of Language and Its Conventions When Writing, Speaking, Reading, Or Listening

**NJSLSA.SL.2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**WHST.6-8.9.** Draw evidence from informational texts to support analysis, reflection, and research.

**Math Standards:**

**6.G.A:** Solve Real-World and Mathematical Problems Involving Area, Surface Area, And Volume.

**6.G.A.1:** Find the Area of Right Triangles, Other Triangles, Special Quadrilaterals, And Polygons by Composing into Rectangles or Decomposing into Triangles and Other Shapes; Apply These Techniques in The Context of Solving Real-World and Mathematical Problems.

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**Integration of Computer Science and Design Thinking NJSLS 8**

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.