

Winslow Township School District

Grade 6 Art

Unit 4: Space

Overview: In this unit of study, students will learn and use 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. Students will demonstrate understanding of linear perspective and atmospheric perspective by identifying which type of perspective is used in various works of art. Students will create a representation of perspective using multiple media (collage, drawing, etc.) in an original art piece.

Overview	Standards for Art	Unit Focus	Essential Questions
<p>Unit 4</p> <p style="text-align: center;">Space</p>	<ul style="list-style-type: none"> • 1.5.8.Pr4a • 1.5.8.Pr5a • 1.5.8.Pr6a • 1.5.8.Cr1a • 1.5.8.Cr1b • 1.5.8.Cr2a • 1.5.8.Cr2b • 1.5.8.Cr2c • 1.5.8.Re8a • 1.5.8.Re9a • WIDA 1 	<ul style="list-style-type: none"> • 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. • Space can be the given area an artist created within his/her work or space can be how that given area is utilized. 	<ul style="list-style-type: none"> • 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?
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Students will be able to define space, locate foreground, middle ground and background. • Students will be able to define linear perspective and atmospheric perspective. • Students will be able to view works of art that demonstrate linear and atmospheric perspective and compare/contrast the different types. • Students will be able to describe the use of perspective in works of the Renaissance. • Students will be able to identify how Da Vinci uses perspective in his artwork. Create original works of art that demonstrate linear and atmospheric perspective. • Students will be able to explain how Da Vinci’s “drawing machine” has had an impact on society and the art world. 		<ul style="list-style-type: none"> • How does the artist use horizontal lines to describe inclusiveness?

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Curriculum Unit 4	Standards		Pacing	
			Weeks	Unit Weeks
Unit 4: Space	1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.	3	9
	1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.		
	1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.		
	1.5.8.Cr1a	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	
	1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.		
	1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.		
	1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to art making including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.		
	1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.		

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	1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.	2	
	1.5.8.Re9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.		
	Assessment, Re-teach and Extension		1	

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Enduring Understanding	Indicator #	Performance Expectation
Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.	1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
Enduring Understanding: Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.	1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
Enduring Understandings: 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.	1.5.8.Cr1a 1.5.8.Cr1b	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. Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
Enduring Understandings: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.	1.5.8.Cr2a 1.5.8.Cr2b	Demonstrate persistence and willingness to experiment and take risks during the artistic process. Demonstrate an awareness of ethical responsibility as applied to art making including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

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	1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.	1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
Enduring Understanding: People evaluate art based on various criteria.	1.5.8.Re9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

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Assessment Plan

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

- Students will demonstrate understanding of [linear perspective](#) and [atmospheric perspective](#) by identifying which type of perspective is used in various works of art.
- [Perspective and Leonardo’s “Perspectograph”](#): Students will research and describe how Da Vinci used his “drawing machine” to create a realistic perspective. Then create their own version of a [Perspectograph](#).

Resources

- Chromebooks
- Group discussions
- Manipulatives
- SMARTboard / Mimio Technology
- Google Applications (Documents, Forms, Spreadsheets, Presentation)
- <https://kinderart.com/>
- <http://thehelpfulteacher.blogspot.com/2010/11/landscapes-continuedatmospheric.html>

Activities

- [Atmospheric perspective](#): Students will create a representation of perspective using multiple media (collage, drawing, etc.) in one piece.
- [Perspective in space!](#): Students will draw a room in central perspective, following the geometrical rules of perspective construction.
- Students will review the elements of art and their importance.
- Students will partner with each other to list the comparisons and differences of how the artists in the Renaissance period used the elements in their respective work.
- Students will write a letter to Da Vinci explaining how they learned about perspective through the use of his “drawing machine” and how it subsequently led to future innovations.
- Using pencils, colored pencils, oil-based paints, tempera paints and origami (paper) students will create works that demonstrate perspective in the style of Da Vinci.

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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

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

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Interdisciplinary Connections

Interdisciplinary Connections:

ELA Standards:

NJSLS.RST.6.8-3 Follow Precisely A Multistep Procedure When Carrying Out Experiments, Taking Measurements, Or Performing Technical Tasks.

NJSLS.RST.6.8-4 Determine the Meaning of Symbols, Key Terms, And Other Domain-Specific Words and Phrases as They Are Used in A Specific Scientific or Technical Context Relevant to Grades 6-8 Texts and Topics.

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.

NJSLS.L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

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.