

WAUCONDA SCHOOL DISTRICT 118

UNIT PLANNING ORGANIZER

Subject: 7th Grade Art

Unit: Modernism

Pacing: 1 week

STAGE 1 – DESIRED RESULTS

Essential Questions: What are the characteristics of modern art.

Big Ideas: Students will study the characteristics of the modernism art movement. Then students will compare and contrast the characteristics of the following art movements: realism, surrealism, impressionism, pop art and modernism. In addition, students will create a modernism style of art and review warm colors, cool colors and value.

CCSS (Priority Standards):

- The ability to build on others' ideas and express [one's] own clearly and persuasively may relate to the ability to organize and develop artistic ideas.
- Generate and conceptualize artistic ideas and work
- Perceive and analyze artistic work
- Synthesize and relate knowledge and personal experiences to make art
- Organize and develop artistic ideas and work
- Interpret intent and meaning in artistic work
- Refine and complete artistic ideas and work
- The ability to assess how point of view or purpose shapes content and style may relate to the ability to refine and complete artistic ideas.
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
- Recognizing the significance of an existing line in a geometric figure

STAGE 2 – EVIDENCE

Concepts (What students need to know)	Performance Tasks (What students will be able to do)	21st Century Skills
● Frank Stella ● Geometric Shapes ● Values ● Warm colors ● Cool Colors ● Monochromatic colors ● Modern Art ● Page Layout ● Balance ● Emphasis ● Colored pencil	-Students will look and and discuss Frank Stella’s artwork as well as other modern artists. -Next, students will select from a variety of drawing tools to create a page layout similar to Frank Stella. The options are to use a compass, protractor, ruler, triangle, french swirl or hand draw. -After students have finished their page layout students must select one image as their emphasis shape and color it in using a warm color to create an emphasis. -Then, students will color in the rest of their picture using cool colors. Students must also include a variety of values when coloring in the shapes.	Critical thinking and problem solving: Critical thinking is the essential, intellectually disciplined process of actively and skillfully conceptualizing, analyzing, synthesizing, and evaluating information as a guide to belief and action. It is through critical thinking and problem solving that students learn the higher order thinking skills necessary to engage in the artistic processes and, therefore, begin to achieve artistic literacy. Creativity and innovation: Creativity and innovation are essential for the development of the necessary skills to flourish in the 21st century, as well as to promote essential skills for successful student and workplace achievement. Communication: Communication lies at the heart of the arts. In studying the arts, students develop a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating meaning.

Common Formative/Summative Assessments:

- Students will be graded on their art project using a rubric that will grade them on their page layout, values, use of shapes, warm and cool colors and craftsmanship.

Interim Assessments (Informal Progress Monitoring checks):

- Sketchbook drawings
- Feedback from the teacher while students are working on their art

Modified Common Assessments:

A lower level of craftsmanship from lack of fine motor skills will be taken into account when grading

Modified Interim Assessments:

The teacher will recognize students with a lower level of craftsmanship and modify comments.

STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

Suggested Resources/Materials/Informational Texts

Suggested Research-based Effective Instructional Strategies

Identifying Similarities and Differences - The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows.

Summarizing and Note Taking - These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.

Cues, Questions, and Advance Organizers Cues - Questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience

Cooperative Learning - Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.

Reinforcing Effort and Providing Recognition - Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

Taken from: Marzano's Nine Instructional Strategies for Effective Teaching and Learning

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications
Essential Vocabulary: Frank Stella Geometric shapes Modernism Warm Colors Cool Colors	No modifications needed for this project.

Value
Emphasis
Balance

Worth-Knowing Vocabulary:

- Realism
- Surrealism
- Impressionism
- Pop Art