

Deposit Central School District Curriculum Map

<b>GRADE LEVEL: 5-6</b> <b>TOPIC: Balance</b>				
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are the most effective ways to use the elements of art and principals of design in art?</li> <li>• In what ways can I incorporate the elements of art and principles of design together in art?</li> <li>• How does art affect our every day lives?</li> <li>• Why is art important?</li> <li>• What is the purpose of art?</li> <li>• How does art make us feel?</li> <li>• What materials are used to create art?</li> <li>• How is art created?</li> <li>• How can we use art as a form of communication?</li> </ul>				
Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1, 2, 3, and 4	<ul style="list-style-type: none"> <li>• What is meant by the term balance?</li> <li>• How do artists use balance in their art?</li> <li>• What is symmetrical and asymmetrical balance?</li> <li>• How does balance affect the visual weigh of a piece of art?</li> <li>• What it positive space?</li> <li>• What is negative space?</li> <li>• How does an artist create balance by using the positive and negative spaces in their art?</li> <li>• What is composition?</li> </ul>	<ul style="list-style-type: none"> <li>• Define balance as a basic principle of art (specifically of design), <b>balance</b> refers to the ways in which the elements (lines, shapes, colors, textures, etc.) of a piece are arranged. Create a visually balanced art piece.</li> <li>• Demonstrate an understanding that art needs balance in order to the give the appearance that the weight or volume of the piece is evenly distributed through out the art.</li> <li>• Identify symmetrical and asymmetrical balance in works of art.</li> <li>• Describe how smaller shapes balance a larger shape in a particular work of art.</li> <li>• Describe how the use of positive and negative space changes the balance of a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Use pieces of a puzzle that the students will create different compositions that are weighted and balanced in different ways.</li> <li>• Paint a composition that is balanced.</li> <li>• Look at artwork done by various artists and discuss how the artist used their positive and negative pieces to create balance.</li> <li>• Create a three part painting. One panel will have a symmetrically balanced use of space, the other will be asymmetrical and the third will be of the students' preference.</li> <li>• Discuss Rene Margitte's are and how he used balance. Create a surreal like watercolor using an element from pop culture in an unnatural setting or way.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a portfolio.</li> <li>• Design and create a piece of art</li> <li>• Self-Critique</li> <li>• Critique other art</li> <li>• Group centers</li> <li>• Written response</li> <li>• Active group participation in a discussion</li> <li>• Teach observation</li> <li>• Daily classroom work</li> </ul>

		<ul style="list-style-type: none"><li>• Recognize how smaller shapes balance a larger shape in a work of art.</li></ul>		
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**Connections to Technology:**

Use various web sites and internet search engines to find works of art to complement the particular project or artist the class is studying. Use the projector to exhibit the examples of art. Incorporate the SmartBoard technology to help demonstrate, model or assess student understanding of the material.

**Key Vocabulary:** **balance** (distribution, symmetrical balance, asymmetrical balance, value balance, pattern balance, radial balance), positive space, negative space, composition, Rene Margitte.

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<b>Performance Indicators</b>	<b>Guided Questions</b>	<b>Grade Specific Performance Indicators</b>	<b>Classroom Ideas (Instructional Strategies)</b>	<b>Assessment Ideas (Evidence of Learning)</b>
Standard 1, 2, 3, and 4	<ul style="list-style-type: none"> <li>• How do artists plan the use of the page?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that artist purposefully distribute objects and elements across the age as they work to utilize the available area.</li> <li>• Plan out the use of a space and placing objects to make good use of the picture plane.</li> </ul>	<ul style="list-style-type: none"> <li>• Design an abstract picture using shapes of various sizes and colors.</li> <li>• Design a landscape that uses the entire picture plane.</li> <li>• Paint a self-portrait that utilizes and balances the entire paper.</li> <li>• Look at work by Jackson Pollock, determine how he used his space to create balance and replicate his techniques and style of art in an action painting.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a portfolio.</li> <li>• Design and create a piece of art</li> <li>• Self-Critique</li> <li>• Critique other art</li> <li>• Group centers</li> <li>• Written response</li> <li>• Active group participation in a discussion</li> <li>• Teach observation</li> <li>• Daily classroom work</li> </ul>
<b>Connections to Text (Resources)</b>			<b>Time:</b>	
<b>Connections to Technology:</b>				
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