

Englewood Public School District

Visual Art

HS Art Exploration

Unit 1: Drawing

Overview: In this unit, students will examine various artistic genres and styles in regard to drawing. They will learn how to apply both realistic and abstract concepts through practice. By the end of the unit, students will be able to express their visions and ideas through drawing.

Time Frame: One Marking Period

Enduring Understandings:

The purpose of art varies based on artist style and genre.
 Art is capable of communicating ideas and visions to an audience.
 A quality drawing consists of basic and advanced stylistic elements.

Essential Questions:

What is the purpose of art?
 How does art communicate ideas to others?
 What constitutes a drawing of quality?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using	<ul style="list-style-type: none"> Articulate and define the appropriate terminology relegated to Visual Art Develop effective composition Develop individualized sense of personal, artistic style Describe different artistic genres 	<ul style="list-style-type: none"> Students will complete sketch book exercises (CRP6) Students will create pencil sketches. (CRP2, CRP6, 9.3.12.AR-VIS.3) https://design.tutsplus.com/articles/i-want-to-draw-simple-exercises-for-complete-beginners--vector-20583 	<p>Texts: “Beginner Art and Drawing Lessons” https://www.thoughtco.com/beginner-art-and-drawing-lessons-4122136</p> <p>Companion Texts: “Art Sketchbook Ideas” https://www.studentartguide.com/articles/art-sketchbook-ideas#art-sketchbooks</p>	<p>Formative Assessments: Student will be evaluated on the quality of their sketch book entries.</p> <p>Students will be evaluated using a vocabulary application exam.</p> <p>Summative Assessment: Students will share their portfolios with the class.</p>

<p>historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p>	<ul style="list-style-type: none"> • Observe proportional relationships between objects • Demonstrate basic free-hand techniques such as perspective, modeling and contour • Recognize the difference between organic and geometric lines • Demonstrate use of various drawing tools such as graphite pencils, colored pencils, pastels, pen and ink and charcoal. • Introduce basic concepts such as realistic and abstract art forms 	<ul style="list-style-type: none"> • Students will draw still-life pictures. (CRP2, CRP6, 9.3.12.AR-VIS.3) http://www.davinciinitiative.org/uploads/3/8/6/4/3864305/penandinkdrawing.pdf • Students will draw three-dimensional still-life pictures. (CRP2, CRP6, 9.3.12.AR-VIS.3) https://study.com/academy/popular/still-life-drawing-lesson-plan.html • Students will draw self-portraits (CRP2, CRP6, 9.3.12.AR-VIS.3) https://study.com/academy/lesson/self-portrait-lesson-plan.html https://www.scholastic.com/teachers/lesson-plans/teaching-content/frida-kahlo-and-expression-through-self-portraits-lesson-plan/ • Students will practice drawing natural forms with pen and ink (CRP2, CRP6, 9.3.12.AR-VIS.3) http://adriennekitko.weebly.com/uploads/5/1/6/6/51662221/penandink.pdf 		<p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: Students will complete a self-assessment on one of their pieces using a rubric.</p> <p>Students will present one piece of artwork to the class via a formal oral presentation.</p>
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<p>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.</p>		<ul style="list-style-type: none"> Students will create drawings from photographs and write a one paragraph reflection. (CRP2, CRP4, CRP6, 9.3.12.AR-VIS.3, NJSLSA.W2, NJSLSA.W4) Students will create an online portfolio of the unit's work. (CRP2, CRP6, 9.3.12.AR-VIS.3, 8.1.12.A.1) 		
<p>Accommodations and Modifications: <i>Students with special needs:</i> 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 Dance curriculum.</p> <p><i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/ This particular unit has limited language barriers due to the physical nature of the curriculum.</p>				

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 reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners <ul style="list-style-type: none"> ● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	Special Education <ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	At-Risk <ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● 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 adjust for personal space or other behaviors as needed. ● Oral prompts can be given. 	Gifted and Talented <ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Integration of 21st Century Standards NJSL 9:
 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Interdisciplinary Connections:

English/Language Arts

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Integration of Technology Standards NJSLS 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Key Vocabulary:

Geometric Lines

Drawing

Sketching

Contour

Perspective

Negative Space

Positive Space

Modeling

Proportional Relationship

Realistic form

Abstract form

Organic line