

# Unit #3: Value

Content Area: **Fine and Performing Arts**  
Course(s): **Art 1**  
Time Period: **November**  
Length: **5 weeks**  
Status: **Published**

## Unit Overview

---

The Value unit in the Art I curriculum teaches students how to turn shapes into forms by adding value. Value makes things look three dimensional and also gives the perception of depth and therefore must be taught early in the curriculum so other units can be built upon it. The main focuses of study include Portrait drawings, surreal "handscapes" using their hands and monochromatic painting. Students are also introduced to a variety of art history movements as well as famous artists.

---

Students will be able to complete the following Value Projects and gain the following skills using the “Creation” standard 1.1 though the “Critique” Standard 1.6:

- Chuck Close Portrait Drawing
- Surreal Dali inspired “Handscapes”
- Monochromatic painting
- Creating value with pencil
- Grid drawing
- Facial features and proportions
- Chuck Close
- Surrealism
- Metamorphosis drawings
- Monochromatic color schemes

## Enduring Understanding

---

AR.K-12.1.2.A-D.1	The arts serve multiple functions: enlightenment, education, and entertainment.
AR.K-12.1.2.A-D.2	Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
VPA.9-12.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.9-12.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

## Essential Questions

---

- How can value be used to turn shapes into forms and give the perception of depth in a piece?
- What is value and how can you create a full range of values in different mediums?

- Why is it important to show a full range of value within a piece?

## Lesson Titles/Objectives

---

- 1. Portrait Drawings: Students will be able to create a portrait in pencil in the style of photorealist Chuck Close showing a full range of values.
- 2. Surreal Handscapes: Students will be able to create a "handscape" using their hands as the backdrop and adding surreal elements into the design in the style of Salvador Dali.
- 3. Monochromatic Painting: Students will be able to create monochromatic paintings using tempera paint by mixing tints and shades correctly.

## Standards/Indicators/Student Learning Objectives

---

VA.9-12.1.5.12acc.Cr	Creating
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
VA.9-12.1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
VA.9-12.1.5.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
VA.9-12.1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

## Career Readiness, Life Literacies, & Key Skills

---

TECH.9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.Cl.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
	With a growth mindset, failure is an important part of success.
	Innovative ideas or innovation can lead to career opportunities.

## Inter-disciplinary Connections

---

MA.G-GMD	Geometric Measurement and Dimension
----------	-------------------------------------

Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)

## Warm-Up

---

- Group discussion of project in progress
- Recap of day prior
- Students will be asked the daily "Question of the day" which will be a warm-up question pertaining to the daily activity. Students will write the both the question and the answer in their Question of the Day packets.

## Instructional Strategies/Learning Activities/Levels of Blooms/DOK

---

- • grid drawing warm up worksheet and demo
- • pencil drawing value scale worksheet
- • practice hand drawings and shading demo
- • tints and shades color mixing practice and demo
- Chuck Close: Close Up Video
- Powerpoint and Scholastic Magazine article on Close
- Powerpoint on Dali
- Salvador Dali Modern Masters video
- Scholastic Magazine and questions worksheet on Dali
- Students will be able to apply techniques learned to create an original work of art. They will then analyze what they have done and evaluate their progress.

## Closure

---

- • Students will complete the 3-2-1 activity
- • students will participate in a group critique
- Students will again be posed the Question of the Day to wrap up the daily activities. They will then answer as a class and make sure to have the correct answer written in their Question of the Day packets. This will reiterate the daily objective as well as clarify anything that needs clarification.
- Students will complete a self assessment exercise

## Anticipatory Set

---

- current event of the arts
- scholastic magazine article
- video clip

## Modifications

---

- Adapt the extent to which a learner is actively involved in the task.
- Adapt the goals or outcome expectations while using the same materials.
- Adapt the skill level, problem type, or the rules on how the learner may approach the work.
- Adapt the time allotted and allowed for learning, task completion or testing.
- Adapt the way instruction is delivered to the learner.
- Increase the amount of personal assistance with specific learner.

## At Risk Modifications

---

- Additional time for assignments .
- Adjusted assignment timelines .
- Agenda book and checklists .
- Answers to be dictated .
- Assistance in maintaining uncluttered space .
- Books on tape .
- Concrete examples .
- Extra visual and verbal cues and prompts .
- Follow a routine/schedule .
- Graphic organizers .
- Have students restate information .
- No penalty for spelling errors or sloppy handwriting .
- Peer or scribe note-taking .
- Personalized examples .
- Preferential seating .
- Provision of notes or outlines .
- Reduction of distractions .
- Review of directions .
- Review sessions .
- Space for movement or breaks .
- Support auditory presentations with visuals .
- Teach time management skills .
- Use of a study carrel .
- Use of mnemonics .
- Varied reinforcement procedures .
- Work in progress check .

## **ELL Modifications**

---

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

## **504 and IEP Accommodations and Modifications**

---

- Allow for redos/retakes .
- Assign fewer problems at one time (e.g., assign only odds or evens) .
- Differentiated center-based small group instruction .
- Extra time on assessments .
- Highlight key directions .
- If a manipulative is used during instruction, allow its use on a test .
- Opportunities for cooperative partner work .
- Provide reteach pages if necessary .
- Provide several ways to solve a problem if possible .
- Provide visual aids and anchor charts .
- Test in alternative site .
- Tiered lessons and assignments .
- Use of a graphic organizer .
- Use of concrete materials and objects (manipulatives) .
- Use of word processor .

## **Gifted and Talented Modifications**

---

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **Alternative Assessments**

---

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Benchmark Assessments**

---

Skills-based assessment

Reading response

Writing prompt

Lab practical

## **Formative Assessment**

---

- Daily walk arounds assessing student progress
- peer critique of work in progress
- Preliminary Sketches/Sketchbook Assignments
- Question of the Day
- self critique of work in progress

## Summative Assessment

---

- Project: Chuck Close Inspired Portrait Drawings-pencil
- Project: Monochromatic Paintings-tempera
- Project: Surreal Landscapes- pencil/colored pencil
- Unit Quiz on Value

## Resources & Materials

---

- Art Elements Student Booklet
- Powerpoint Presentation
- Scholastic Magazine Periodical
- Smartboard Interaction
- Various Books and videos on specific artists
- Video Clip

## Technology

---

- Chromebook
- IPEVO demonstration camera
- Prometheum Board
- Smart devices

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.2.12.C.CS1	The attributes of design.