

# Unit #1: Line

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

## Unit Overview

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The Line unit of the Art I course is designed to introduce students to the most basic of the art elements: line. Students are then taught different ways to use this element by implementing the Design Principles such as balance, contrast, emphasis, movement, pattern, etc. The main focuses of study include Radial Designs, Perspective Drawing and Graffiti Art. Students are also introduced to a variety of art history movements as well as famous artists.

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

- Monochromatic Portraits
- Abstract Flower Designs
- Scratchboard Design
- Symmetry and balance through radial designs
- Organic vs geometric shapes
- Perspective drawing in 1 and 2 point perspective
- Vanishing point
- Graffiti artist and typography
- Pastel techniques

## Enduring Understanding

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VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.2.12	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.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.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.

## Essential Questions

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- How can you use line to create perspective?

- What is a contour line drawing?
- What is line and how can the element of line be varied to create an interesting composition?
- What is symmetry? How can it be applied to create a successful work of art?

## Lesson Titles/Objectives

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- 1. Colored Pencil Radial Designs: Students will be able to create an original radial design using symmetry and colored pencil techniques learned to create a good composition.
- 2. 2 Point Perspective drawing: Students will be able to understand and apply the concept of two point perspective to create an original work of art and use colored pencil techniques to add color.
- 3. Graffiti Art: Students will be able to apply what was learned about line to create an original graffiti art drawing in the style of pop artist Keith Haring.

## Standards/Indicators/Student Learning Objectives

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VA.9-12.1.5.12acc.Cr	Creating
VA.9-12.1.5.12prof.Cr	Creating
VA.9-12.1.5.12prof.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12prof.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12acc.Re7	Perceiving and analyzing products.
VA.9-12.1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.

## Career Readiness, Life Literacies, & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

## Inter-disciplinary Connections

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ITEC.9-12.9.4.12.C.(6).1	Research the history of the visual arts and analyze the role of the visual arts in society to
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	develop a broad understanding of the nature and scope of the pathway.
ITEC.9-12.9.4.12.C.15	Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.

## Equity Considerations

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### Holocaust Mandate

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Topic: Art Created by Victims and Survivors

Whether satirical, fantastical, or realistic, art created by victims and survivors of genocide depicts the complex human responses to persecution, and to the destruction of one's life and culture. During and after the Holocaust, individuals in ghettos, concentration camps, postwar DP camps, etc. lacked access to basic supplies. The resulting artworks thus varied widely in size, medium, and preservability. Although a lot of art has survived, much of it has not. Therefore, art is just one (i.e., is not the only) way to grapple with horrific events as they unfolded. Nevertheless, a wealth of resources are available to teach about the Holocaust using art made by victims and survivors.

Materials Used:

Collections include artwork created by victims and survivors of the Holocaust. Below are links to selected materials, which include image scans, biographical information of artists, and other relevant information.

- [Art of the Holocaust](#) is a site devoted to art of the Holocaust from the University of South Florida. It includes Nazi art, art by survivors, and teaching guides.
- [Learning About the Holocaust Through Art](#) is an important contribution to Holocaust education. This website provides high-quality reproductions of art works produced during the Holocaust. It also includes biographies of the artists and histories of the ghettos and camps in which the artists were interned. Study resources and lesson plans support its use in the classroom, and an interactive section enables users to choose and annotate works for their own online collection. The website is available in English, Hebrew, Russian and Spanish. The website has been jointly produced by World ORT (an international educational charity) and Beit Lohamei Haghetot ([Ghetto Fighters' House Museum](#) - a major Holocaust museum in the Western Galilee).
- [Exhibitions: Yad Vashem](#) is a collection of online exhibitions produced by Yad Vashem, the State of Israel's memorial to the Holocaust.
- [Imperial War Museum](#) (UK) - Artist Responses to the Holocaust
- From Google Arts and Culture - [Art and the Holocaust](#)

Addresses the Following Component of the Mandate:

The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

- Bias
- Holocaust Studies

## **LGBT And Disabilities Mandate**

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As long as people have been making art, LGBTQ+ artists have been painting from their perspective. From gay painters like Keith Haring, Jean Michel Basquiat and Andy Warhol to bisexuals like Frida Kahlo and trans artists like Lili Elbe and Jeffrey Catherine Jones, the rainbow of great LGBTQ+ painters stretches around the world.

All of these artists have created amazing bodies of work and changed art history books for the better, but it's more difficult to determine who has truly left their mark.

Students will:

- identify and analyze symbols that have played an important part in fighting for equal rights for LGBT people.
- define a relationship between art and activism.
- describe elements of art or symbols that encourage awareness and change.

Materials Used:

## **On Social Media**

[Blog posts from across the Library related to LGBTQ history.](#)

## **Research Guides**

### **LGBTQ+ Studies: A Resource Guide**

[This research guide](#) serves as an introduction into the excellent collection of LGBTQ+ resources available at the Library of Congress. In addition to high profile collections like the Frank Kameny Papers, the Library also owns a number of LGBTQ+ periodicals and primary source materials. The Library provides on-site access to a number of relevant databases and electronic resources in LGBTQ+ Studies as well.

### **LGBTQ+ Artists Represented in the Performing Arts Special Collections in the Library**

## of Congress Music Division

Addresses the Following Component of the Mandate:

The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand the consequences of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life.

- Social

### **Climate Change**

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Climate change art is art inspired by climate change and global warming, generally intended to overcome humans' hardwired tendency to value personal experience over data and to disengage from data-based representations by making the data "vivid and accessible". Social Issues Art Lessons discussing the following possible topics that deal with Climate Change.

- increase the climate literacy of the United States by broadening the understanding of human-induced climate change, including possible consequences, disproportionate impacts of such consequences, and potential solutions;
- apply the latest scientific and technological discoveries to provide learning opportunities to people of all ages; and
- help people understand and promote implementation of new technologies, programs, and incentives related to climate change, climate adaptation and mitigation, climate resilience, climate justice, and environmental justice.

- Social

### **Asian American Pacific Islander**

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Celebrate the exceptional historical and contemporary creative cultural contributions made by Asian American and Pacific Islander artists with videos, stories, virtual events, and more. Asian American and Pacific Islander artists, including Tiffany Chung, Noriko Furunishi, Pao Her, Sieng Lee, Wing Young Huie, Chamindika Wanduragala, and Marcus Young

Materials Used:

<https://sites.google.com/view/antiracistartteachers/anti-racist-art-resources/articles-resources/art-education-resources>

Addresses the Following Component of the Mandate:

Artists have many layered identities and art educators need to present them as such.

Representing diverse artists in your curriculum is only part of an Anti-Bias, Anti-Racist curriculum. It needs to be more than a symbolic effort and art educators need to take into account intersectionality when introducing these artists to students. How do aspects of an artists' social and political identities (ex. gender, sex, race, class, sexuality, religion, ability, physical appearance, etc.) intersect within their work?

In addition, we recognize that race is socially constructed and it is impossible to put humans in clearly defined categories by race. Racial identity is deeply personal, and artists within any given subgroup define themselves differently. Race, ethnicity, and nationality are all factors artist's individually consider as their personal identity. However, as mentioned previously that is not all that there is to their identity. We know that artists have many layered identities and art educators need to do the research to present them as such. These groupings are not perfect, as humans are not meant to be divided into boxes. We hope this resource can help art educators identify who is missing from their curriculum in order to

- Social

## **Warm-Up**

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- Current Event of the arts discussion
- Online Video Clip
- 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.

## **Anticipatory Set**

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- Group discussion
- Magazine article
- Video Clip

## **Instructional Strategies/Learning Activities/Level of Blooms/DOK**

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- • 2 point perspective demo and practice sheet
- • chalk pastel demo and blending practice
- • colored pencil techniques worksheet
- elements of design worksheet and station work
- Minnie Evans powerpoint

- pattern design worksheet and drawing practice
- 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.
- video and powerpoint on Keith Haring

## Closure

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- • Oral review or discussion on the lesson
- • Students will complete a self assessment exercise
- • Students will complete the 3-2-1 activity
- 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.

## Modifications

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- • 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.

## ELL Modifications

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- 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

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- 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
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- • Provide a sample or practice test

## **Gifted and Talented Modifications**

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- 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

## **At Risk Modifications**

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- 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

## **Benchmark Assessments**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## Formative Assessment

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- 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

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- Project: 2 Point Perspective
- Project: Haring Graffiti Art
- Project: Radial Design
- Unit Quiz on Line

## Resources & Materials

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

## Technology

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- 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.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

TECH.8.1.12.D

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

