

Unit #6: Texture

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

Unit Overview

The Texture unit within the Art I curriculum is designed so students will learn to how to use line to create texture. They will understand the difference between actual and simulated texture and they will be able to apply pen and ink and scratchboard techniques to create value using texture. The main focuses of study include pen and ink and scratchboard techniques. Students are also introduced to a variety of art history movements as well as famous artists.

Students will be able to complete the following Texture Projects and learn the following skills using the “Creat Standard 1.6:

- Pen & Ink Children’s Book Covers
- Animal Scratchboards
- Illustration as career
- Creating texture with hatching, cross-hatching, stippling, scumbling, etc,
- Scratchboard techniques
- Drawing animals, basic shape drawing
- composition

Enduring Understanding

VPA.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.A	Aesthetic Responses
VPA.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 historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
VPA.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.

Essential Questions

- How can you create texture using artist tool and techniques?

- What is the difference between actual and simulated texture?
- Why do artists choose particular tools and techniques to express their ideas?

Lesson Titles/Objectives

- 1. Pen and Ink Children's Book Covers- Students will be able to create an original children's book illustration using pen and ink techniques and materials.
- 2. Animal Scratchboards- Students will be able to create an original Scratchboard design using pen and ink techniques to create texture.

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.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
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.Pr6	Conveying meaning through art.
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.Cn	Connecting

Career Readiness, Life Literacies, & Key Skills

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).

Inter-disciplinary Connections

MA.G-GMD	Geometric Measurement and Dimension
MA.G-GMD.B	Visualize relationships between two-dimensional and three-dimensional objects
WL.7.1.IH.B.C	Cultural
WL.7.1.IH.B.C.1	Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this

understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

Warm-Up

- Group discussion of project
- 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.

Anticipatory Set

- artist of the day
- current event magazine
- group discussion
- video clip

Instructional Strategies/Learning Activities/Level of Blooms/DOK

- Maurice Sendak video clip and worksheet on Illustration
- Notes on scratchboard and techniques tutorial
- pen and ink techniques worksheet and demo
- scratchboard value scale strip and demo
- Scratchboard video clip
- Sebdak Scholastic Magazine Article and worksheet
- 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

- Oral review or discussion on the lesson
- 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
- Students will complete and "Exit Exercise"
- Students will complete the 3-2-1 activity

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: Animal Scratchboard Designs
- Project: Children's Book Illustration

- Quiz on Texture Unit

Resources & Materials

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

Technology

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

TECH.8.1.12.F.CS1

Identify and define authentic problems and significant questions for investigation.

TECH.8.1.12.F.CS4

Use multiple processes and diverse perspectives to explore alternative solutions.

TECH.8.2.12.A

The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.

TECH.8.2.12.B

Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.