2022 Drawing & Painting 2 Unit 1:Design

Content Area: **Fine and Performing Arts**
Course(s): **Design, Painting & Drawing II**
Time Period: **January**
Length: **1**
Status: **Published**

Unit Overview:

The Design unit of the Design, Drawing and Painting Course is designed to introduce students to the art elements: line, shape, color, form, space, value and texture. Students are taught to implement these elements by using Design Principles such as balance, contrast, emphasis, movement, pattern, etc. The main focus of the design unit is to have students understand composition, the use of positive and negative space and also color theory. Students are also introduced to a variety of art history movements as well as famous artists.
The Design unit of the Design, Drawing and Painting II builds upon the previous design unit. The art elements: line, shape, color, form, space, value and texture are again discussed. Students are then introduced to pen and ink techniques and perspective drawing as well as 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 Design Projects using the "Creation" standard 1.1 though the "
Standard 1.6:

- Monochromatic Portraits
- Abstract Flower Designs
- Scratchboard Design
- Color schemes & color mixing
- Photo editing and manipulation
- Perspective drawing in 1 and 2 point perspective
- Vanishing point
- Creating texture with a scratchboards
- Pen & ink techniques
- Ink washes

Essential Questions:

- How do artist use pen and ink techniques and scratchboard techniques to create a successful work of art?
- • How can an artist portray depth and space by implementing the use of perspective in a piece?
- How and why does the choice of composition affect artwork?
- How can the elements of art and principles of design be utilized to organize ideas?

Enduring Understandings:

- Artists use Elements of Art and Principles of Design to organize visual communication.
- Artistic progress is often characterized by cycles of experimentation.
- Creativity and innovative thinking are essential life skills that can be developed.

Standards/Indicators/Student Learning Objectives (SLOs):

VA.9-12.1.5.12adv.Cr	Creating
VA.9-12.1.5.12adv.Cr1	Generating and conceptualizing ideas.
	Explore
VA.9-12.1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
VA.9-12.1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
VA.9-12.1.5.12adv.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA.9-12.1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
VA.9-12.1.5.12adv.Cr3	Refining and completing products.
	Reflect, Refine, Continue
VA.9-12.1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12adv.Pr6	Conveying meaning through art.
VA.9-12.1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
VA.9-12.1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
VA.9-12.1.5.12adv.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
VA.9-12.1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
VA.9-12.1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

VA.9-12.1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.

Lesson Titles:

1. Perspective Pen & Ink Design: Students will be able to understand and apply the basics of 2 point perspective to create a city scape utilizing pen and ink techniques learned.

2. Zoom & Crop Scratchboard Designs: Students will be able to create an original scratchboard design of a cropped animal utilizing pen and ink and scratchboard techniques and creating a unique design.

Career Readiness, Life Literacies, & Key Skills:

TECH.9.4.12.CI	Creativity and Innovation
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).
	Innovative ideas or innovation can lead to career opportunities.
	With a growth mindset, failure is an important part of success.

Inter-Disciplinary Connections:

MA.G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
MA.G-MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
SCI.K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
SOC.6.1.12.D.1	History, Culture, and Perspectives
SOC.6.1.12.D.8	History, Culture, and Perspectives
SOC.6.1.12.CS16	Contemporary United States: Interconnected Global Society: Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Equity Considerations

Holocaust Mandate

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 Haghetaot (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
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

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.

- Economic
- Political
- Social

Climate Change

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 Mandate

Topic (Person and Contribution Addresses):

Asian American and Pacific Islander Artists

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 create a curriculum more representative of the incredible diversity among students and artists today.

- Economic

- Political

- Social

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

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment
- Visual Arts Project

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Resources & Materials:

All instructional worksheets and supplemental materials have been created by myself specifically for this course- each project along with all the resources to teach it have been developed in a confluent manner to teacher the students specific skills building upon one another as the course progresses.

Teacher samples created along with step by step documentation shown both in photos and electronically

through document camera

Hands on demonstrations and procedural skills are taught in a "follow along" manner before students then take those skills and apply them to solving the problem they are faced with.

Various Art Magazines and Current Events

Various Books on Artists and Art Mediums

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

DOK 1- Students at DOK 1 are able to define and describe the use of art elements, principles, style, media, and/or techniques. They can identify the function of art in a culture, and make connections between visual art and other content areas.

DOK 2- Students at DOK 2 can make examples of and compare and contrast art elements, principles, style, media, and/or techniques through guided practice. They can compare and contrast art elements, principles, style, subject matter, theme, media, and techniques in two works of art.

DOK 3- Students at DOK 3 create original artwork within a set of teacher-directed parameters which could include subject matter, theme, historical style, elements and principles, media, and/or technique. They can express a personal point of view through the creation of artwork, and create art that serves a purpose in society (e.g., fine crafts, graphic design; group identity; social, cultural or political commentary. Students justify artistic decisions and analyze and evaluate the effectiveness of communicating meaning in art.

DOK 4- Students at DOK 4 select a topic of personal interest as a theme/subject for creation of art and define an artistic problem. The conduct research using a variety of sources (e.g., print materials, photographs, internet, and historical exemplars) and develop ideas through a series of studies. They choose and use elements, principles, style, media, and techniques that will best express the intended meaning. Students can write an artist's statement that explains and defends artistic decisions. Students develop and defend personal answers to aesthetic questions: "What is the nature of art?" "What is beauty?" and "Who decides what makes something art?" They draw and defend conclusions about how art is influenced by and influences culture/history.

1. 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.

2. color mixing demo & practice

3. drawing instruction and practice

4. elements of design worksheet and station work

5. packet on elements and principles

6. pattern design worksheet and drawing practice

7. working within small group to discuss art terms

Modifications

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

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- 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

G&T 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

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- 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

Technology Materials and Standards

Demonstration Camera

Smartboard interactions

Powerpoint presentations on pencil and colored pencil techniques

Various youtube videos of demonstrations are shown along with live teacher led demonstrations as well.

Videos of myself that have been made demonstrating projects and sped up 400x to music so students can see how to do a projects but only have to watch a few minutes

Youtube clips of watercolor techniques

Youtube clips of acrylic painting techniques

Youtube clips of pastel animal drawings

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.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.2.12.C.CS1	The attributes of design.
TECH.8.2.12.D.CS1	Apply the design process.

Computer Science and Design Thinking Standards

CS.K-2.8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
CS.K-2.ETW	Effects of Technology on the Natural World
	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
	Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
	People work together to develop programs for a purpose, such as expressing ideas or addressing problems. The development of a program involves identifying a sequence of events, goals, and expected outcomes, and addressing errors (when necessary).