2021- Unit 1: 3D Drawing

Content Area: **Fine and Performing Arts**
Course(s): **Exploratory Art**
Time Period: **September**
Length: **10 days**
Status: **Published**

Essential Questions:

[Essential Question] - What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

[Essential Question] - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

[Essential Question] - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

[Essential Question] - How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

- What is the significance of pencil drawing among different cultures and across different time periods?
- Are drawing skills useful skills to possess?
- What is the difference between 2D and 3D?
- How is the illusion of 3D achieved on a 2D plane?
- What shading techniques do artists use to apply the Element of Value in their work?
- What is realism?
- How is the Element of Form related to the application of the Element of Value?

Enduring Understandings:

[Enduring Understanding] - Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

[Enduring Understanding] - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

[Enduring Understanding] - Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

[Enduring Understanding] - People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Standards/Indicators/Student Learning Objectives (SLOs):

VA.6-8.1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
VA.6-8.1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
VA.6-8.1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
VA.6-8.1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
VA.6-8.1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
VA.6-8.1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
VA.6-8.1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

Lesson Titles:

Lesson 1: Tools of the Trade

Lesson 2: Art before Value/ Development of Value

Lesson 3: Shading Techniques and Value Scales

Lesson 4: Creating the Illusion of 3D

Lesson 5: Applying Value to Basic Shapes

Lesson 6: Create a "Floating Sphere"

Career Readiness, Life Literacies, and Key Skills:

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or

misrepresentation.

Inter-Disciplinary Connections:

LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
MA.7.G.A	Draw, construct, and describe geometrical figures and describe the relationships between them.
MA.7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Equity Considerations

LGBTQ & Disabilities Mandate

Topic: Art and Social Justice

LGBTQ+ and Disability Rights movements - Explore how art has been used to raise awareness and advocate for LGBTQ+ and Disability Rights. Analyze works by artists like Gran Fury or Judith Scott that address social justice issues.

Challenging stereotypes and discrimination - Discuss how art can challenge negative stereotypes and discrimination against LGBTQ+ and Disabled individuals. Encourage students to create drawings that promote acceptance, understanding, and inclusivity.

Topic: Accessible Techniques and Materials

Adaptive tools and strategies - Research and introduce adaptive drawing tools and techniques for students with disabilities. May include specialized grips for pencils, ergonomic drawing boards, voice-controlled drawing software, or alternative mediums like textured paper or raised line drawings.

Sensory exploration - Incorporate sensory elements into your drawing exercises to cater to diverse learning styles and abilities. May involve blindfolded drawing, textured surfaces for tactile feedback, or scent-infused drawing materials.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people , as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

LGBTQ+ and Disability Arts Organizations:

- o National Center for Disability Arts: https://www.ncada.org/: https://www.ncada.org/
- o The Trevor Project: https://www.thetrevorproject.org/: https://www.thetrevorproject.org/
- o Gay & Lesbian Alliance Against Defamation (GLAAD): https://www.glaad.org/: https://www.glaad.org/

Accessible Art Resources:

- o The Metropolitan Museum of Art Access Programs: https://www.metmuseum.org/visit/accessibility: https://www.metmuseum.org/visit/accessibility
- o Art Beyond Sight: https://www.artbeyondsight.org/: https://www.artbeyondsight.org/
- o National Endowment for the Arts (NEA): https://www.arts.gov/: https://www.arts.gov/

Asian American Pacific Islander Mandate

Topic: AAPI Artists and Techniques

Featured artists: Introduce students to prominent AAPI artists who excel in pencil drawing, like David Hockney (British-American), Yayoi Kusama (Japanese), Shing Jung Kang (Taiwanese-American), and Tranh Thao Nguyen (Vietnamese-American). Analyze their unique styles and how they utilize light, shadow, and texture in their drawings.

Cultural influences: Explore how AAPI cultural elements or perspectives influence their drawing techniques. Discuss the use of symbolism, traditional patterns, or calligraphy in AAPI drawing styles.

Contemporary perspectives: Showcase how contemporary AAPI artists use pencil drawing to address social issues, explore identity, or express personal narratives. Analyze works by artists like Jenny Yến or Anicka Yi.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of Asian American Pacific Islander people , as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

Asia Art Archive

Asian Art Museum

Art21 - Features interviews and documentaries with contemporary artists, including AAPI artists like Jenny Yến and Anicka Yi, exploring their artistic processes and perspectives through drawing.

Climate Change Mandate

Amistad Mandate

Holocaust Mandate

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

- Students will define and describe the different grades of drawing pencils
- Students will choose and compare and the different grades of pencils according to the desired effect
- Students will practice shading techniques to achieve the illusion of three-dimensional simple shapes
- Students will predict desired outcomes based on their selection of pencil grade
- Students will create a value scale using appropriate tools and techniques
- Students will design a floating sphere using appropriate tools and techniques
- Students will assess their peers successful application of value and offer suggestions as needed

Modifications

Formative Assessment:

- Warm Up
- Anticpatory Set
- Closure
- Survey
- Drawing Practice- Techniques and Simple Shapes
- In Class Observation
- Daily Drawings

- Anticipatory Set
- Closure

- Warm-Up

Summative Assessment:

- Value Scales
- 3D Shapes Booklet
- Floating Sphere

- Alternate Assessment

- Benchmark

- Marking Period Assessment

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

Resources & Materials:

Google Slides

Chromebooks/Internet

Drawing Pencil Sets (4H, 2H, HB, 2B, 4B, 6B)

Several types of Erasers

Blending tools/ Tortillions

Drawing Paper

Technology:

-Chromebooks

-Promethean Board

-Google Classroom

-Google Slides

-Quizlet

-Gimkit

-Socrative

TECH.8.1.8	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.8.1.8.A.CS2	Select and use applications effectively and productively.	
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.	
TECH.8.2.8.C	Design: The design process is a systematic approach to solving problems.	