Unit 3: Form

Content Area: **Arts**
Course(s): **Peer Outreach**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

1.3.1	Apply elements and media common to the arts to produce a work of art.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.

Enduring Understandings

1. Shading is achieved by using a drawing material and varying the pressure applied.
2. Shading can be done using supplies like pencils and colored pencils.
3. Sculptures are a form of three-dimensional artwork.

Essential Questions

1. How do you apply shading techniques?
2. What materials can be used for shading?
3. What defines a sculpture?

Knowledge & Skills

Recognize the difference between something that is flat and not flat.

Distinguish the difference between shape (2D) and form (3D).

Locate and differentiate between circle/sphere,square/cube,triangle/cone, and rectangle/cylinder.

Distinguish between a variety of forms in art.

Resources & Materials

Visual aids/examples

Adaptive tools- Larger brushes,pencils, modified scissors, sensory-friendly materials

Google Suite - https://gsuite.google.com/

Youtube- https://www.youtube.com/

Transfer Goals

1. Students will be able to apply shading techniques using various drawing materials to create depth and dimension in their artwork.
2. Students will be able to understand and create three-dimensional artwork, recognizing sculptures as a form of this art.

Assessments

Students will create a sketchbook to practice shading and use a reference for shading techniques.

Students create their own 3D sculptures using various materials to demonstrate their understanding of form.

Students will create a class college by drawing different forms and using shading techniques learned during the unit.

Form Rubric

Assessments

Modifications

Modifications:

Repeat, reword, clarify directions

Preferential seating

Modify tests

Extended time on due dates

Visual Aids

Adapted Materials

ARTS IEP Modification

Visual Aids: Create visual aids to provide friendly reminders. These can include step-by-step instructions, visual cues, and prompts to support students during art activities.

Adapted Materials: Provide alternative materials when necessary. Consider using adaptive tools such as larger brushes, modified scissors, or sensory-friendly materials.

Flexible Seating and Workspace: Arrange the art room to accommodate different mobility needs. Ensure that students can access materials comfortably.

Individualized Goals: Set individualized art goals for each student. Tailor projects to their abilities and interests.

Sensory Considerations: Be aware of sensory sensitivities. Adjust lighting, noise levels, and other environmental factors as needed.