# Unit 1 - Elements & Principles

Content Area: **Art**
Course(s): **MIXED MEDIA I**
Time Period: **Sept-Jan/Feb-June**
Length: **15 days, Grades 10, 11, 12**
Status: **Published**

**MIXED MEDIA I**

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Mixed Media I Grades 10, 11, 12

# Elements of Art, Principles of Design

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** CHRISTINE DRISKILL, Visual Arts Teacher

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

Art educators are responsible for creating effective and creative lessons designed to accommodate all learning levels for all students in our district while also addressing the NJSLS for the State of New Jersey. Interdisciplinary connections are achieved and noted where applicable. Art history and cultural connections are included as well. NJSLS are also included and noted in each section.

Areas of content include the **Elements of Art: color, value, shape, form, space, line,** and t**exture.** Another main focus is made on the **Principles of Design**, which are: **balance, unity, directional movement, focal point, variety, rhythm, proportion** and **emphasis.** There are many basic concepts that underlie the field of design. They are often categorized differently depending on philosphy or teaching methodology. Other variations may include: **dominance, harmony, contrast, repetition, gradation, and functionality**. The principles can also be broken down into more specifics such as **symmetrical** and **asymmetrical**; **similarity, proximity** and **alignment**; **positive and negative space**; **rule of thirds; visual center; typography; closure; continuance, contrast** or **opposition** - the list goes on...

The purpose of the guide is to present a sequential plan in the area of Fine Art Lessons. This visual based curriculum includes lessons in creating, exploring, and critiquing, as well as historical and cultural aspects of the artistic eras. Each lesson is designed to allow students to use learned methods and skill, explore new mediums, embrace their personal creativity and self expression, research art history, participate in critiques, and help students find their soul connection to their art work and teach them to believe in themselves and all their mind and individual creativity has to offer.

This curriculum guide should be revised as specified to meet the standards and provide optimal educational opportunities. Modifications or adaptations can be utilized to promote differentiated learning for all students. This visual arts curriculum accommodates and empowers a multitude of learning styles and abilities. The sequential format of skill-building lessons will provide the basis for continuity, understanding and accomplishment in the area of visual arts.

## Unit Overview

**Unit 1 - ELEMENTS OF ART, PRINCIPLES OF DESIGN**

O1 Allow students to discover the diversity in and connections among forms of communication throughout history.

O2 Students will learn how people have responded to and communicated their experiences through art by exploring form and function.

O3 Introduce students to the art world as active participants, engaging with its forms and content as they research, discuss design, artists, the design process

and interpretations of design.

O4 Allow students to use their knowledge of the Elements of Art (line, shape, form, color, space, texture) and the Principles of Design (balance, emphasis,

movement, repetition, rhythm, variety, unity)

## Enduring Understanding

EU1 Creativity and innovative thinking are essential life skills that can be developed.

EU2 Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

EU3 Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining

EU4 Objects, artifacts, and artworks collected, preserved, or presented either by artists, museum, or other venues communicate

meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

EU5 Visual imagery influences understand of and responses to the world.

EU6 Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and

experiences.

EU7 A lighter area placed next to a darker area will create a separation. Drawing a line is not necessary.

EU8 The Elements of Art are line, shape, form, space, value, color, and texture. They are the building blocks of visual works of art.

They allow us to analyze, appreciate, create and present art.

EU9 The Principles of Design are pattern, emphasis, unity, balance, contrast, rhythm & movement. They organize the Elements in

a work of art.

## Essential Questions

EQ1 What conditions, attitudes, and behaviors support creativity and innovative thinking?

EQ2 How do artist work?

EQ3 What role does persistence play?

EQ4 What is an art museum?

EQ5 What is an image?

EQ6 How does engaging in creating art enrich people's lives?

EQ7 How does tonality (value) create edges of objects?

EQ8 What are the Elements of Art?

EQ9 What are the Principles of Design.

## Exit Skills

By the end of Unit 1:

Creating:

- Use multiple approaches to begin creative endeavors.
- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
- Engage in making a work of art or design without having a preconceived plan.
- Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting:

- Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- Analyze and evaluate the reasons and ways an exhibition is presented.
- Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Responding

- Hypothesize ways in which art influences perception and understanding of human experiences.
- Analyze how one's understanding of the world is affected by experiencing visual imagery.
- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- Establish relevant criteria in order to evaluate a work of art or collection of works.

Connecting

- Document the process of developing ideas from early stages to fully elaborated ideas.
- Describe how knowledge of culture, traditions, and history may influence personal responses to art.

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| 1.5.12acc.Cr | Creating |
| 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. |
| 1.5.12acc.Cr2 | Organizing and developing ideas. |
| 1.5.12acc.Cr2a | Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. |
| 1.5.12acc.Pr | Presenting |
| 1.5.12acc.Pr4a | Analyze, select and critique personal artwork for a collection or portfolio presentation. |
| 1.5.12acc.Pr6 | Conveying meaning through art. |
| 1.5.12acc.Pr6a | Make, explain and justify connections between artists or artwork and social, cultural and political history. |
| 1.5.12acc.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| 1.5.12acc.Cn10a | Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking. |
| 1.5.12acc.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. |
| 1.5.12acc.Cn11a | Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.RST.11-12 | Reading Science and Technical Subjects |

| | |
|---|---|
| LA.RST.11-12.2 | Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. |
| MA.G-CO.D | Make geometric constructions |
| LA.RST.11-12.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. |
| LA.WHST.11-12 | Writing History, Science and Technical Subjects |
| LA.WHST.11-12.1 | Write arguments focused on discipline-specific content. |
| SOC.6.1.12.D.2 | History, Culture, and Perspectives |

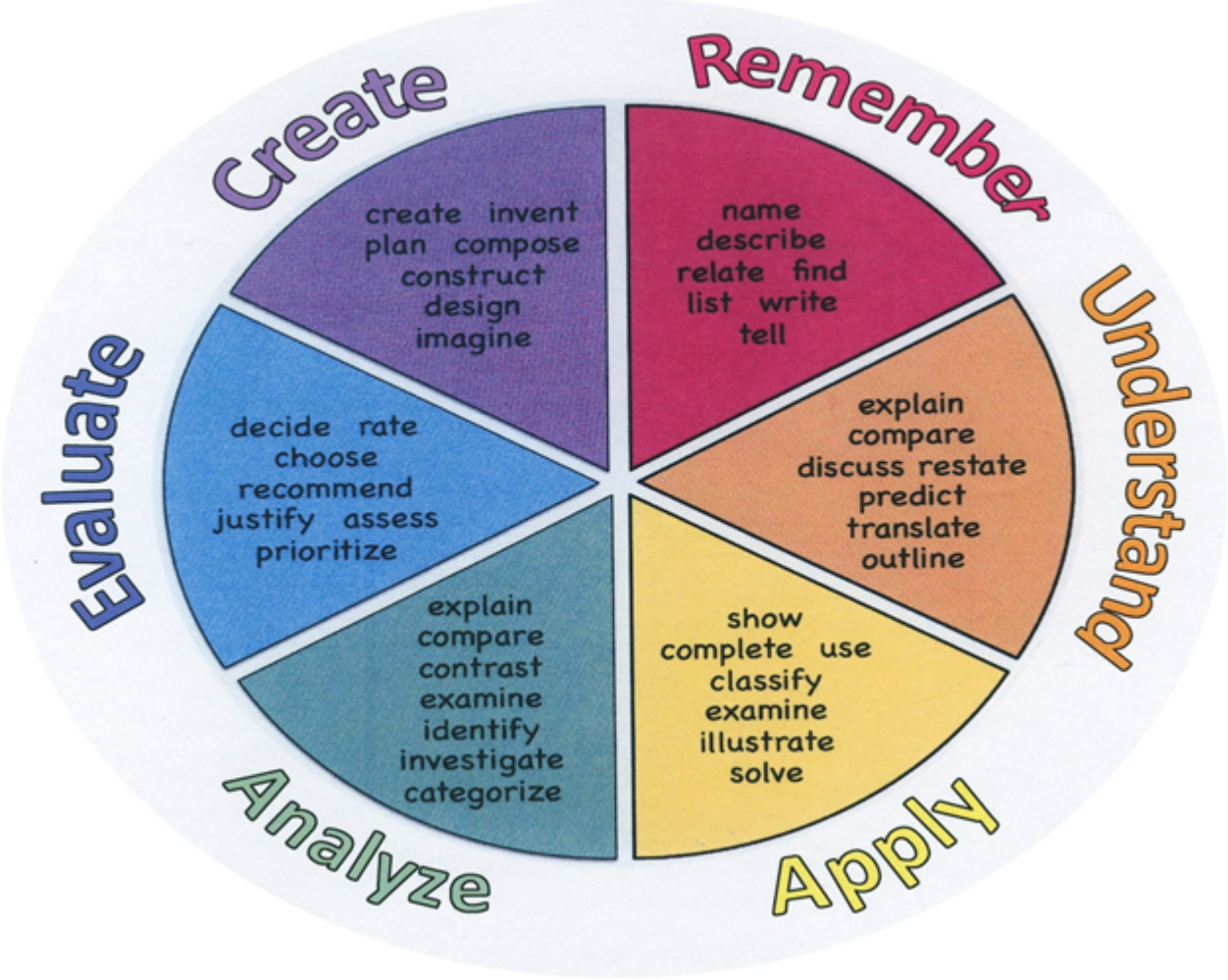
## Learning Objectives

- Identify basic problem solving.
- Incorporate correct vocabulary for use in formal analysis of art.
- Exhibit proper tool safety.
- Demonstrate knowledge of color theory.
- Integrate value in both gray-scale and color.
- Illustrate transparency in watercolors.
- Understand the difference between landscape, still life, and portrait.
- Demonstrate how to enlarge artwork in proportion.
- Design foreground, middle ground, and background in compositions.
- Devise various paths that effectively use Elements of Art and Principles of Design in works of art.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |

| | | | | | |
|---|---|---|---|---|---|
| Repeat<br>Reproduce | Summarize<br>Tell<br>Translate<br>Associate<br>Compute<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Discover<br>Divide<br>Examine<br>Graph<br>Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract | Separate | | Reconstruct<br>Revise<br>Rewrite<br>Transform |




## Suggested Activities & Best Practices

- Read ScholasticArt magazine - Henri Matisse: Working with Color
- Create value scales using watercolors

- Use Quizlet to review appropriate vocabulary words for the unit.

## Assessment Evidence - Checking for Understanding (CFU)

**Assessment Evidence:**

**1.** Sketchbooks/Journals (formative assessment)

**2.** Individual critiques (formative assessment)

**3.** Group critiques (alternative assessment)

**4.** Admit tickets (formative assessment)

**5.** Exit Tickets (formative assessment)

**6.** Study Guides (formative assessment)

**7.** Teacher Daily Observations (formative assessment)

**8.** Summary Questions (summative assessment)

**9.** Cooperative structured learning activities (formative assessment)

**10.** Do-Now Activities (formative assessment)

**11.** Portfolio Review (summative assessment)

**12.** Create a product/solve a design problem (summative assessment)

**13.** Quarterly/Mid-Term/Final Exam (Benchmark assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks

- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

- Books: *Principles of Two-Dimensional Design* by Wucius Wong

  *Art Fundamentals* by Ocvirk, Bone, Stinson, Wigg

*Design:  Elements and Principles* by Dorothea Malcom

*Art Synetics* by Nicholas Roukes

- Magazines: *Art in America, ArtNews, Scholastic Art*

## Ancillary Resources

* Hand-outs on Elements and Principles, shading/value studies, facial proportions

* PowerPoint/Google Slide presentations of examples/student work

* Historical and contemporary references such as Cezanne, Monet, Gauguin, Matisse, Dali, Frazetta, Parish, Chuck Close, David Cooke, Amy Shook, Elaine Bolz

* Museum/Gallery visits

* Visiting artists

* College/trade/technical school visits

## Technology Infusion

**Examples could include:**

Online museum/gallery sites: ex.-Museum of Modern Art, www.moma.org

Pinterest such as www.pinterest.com/msdriskill/

Classroom and artist blogs

Google cultural institute

Art critiques on social media

Ipad apps such as Adobe Sketch

QR codes and altered reality sites

Quizlet for studying appropriate vocabulary lists

Kahoot

Flipgrid

Jamboard

Art/Design talks using TEDTalks

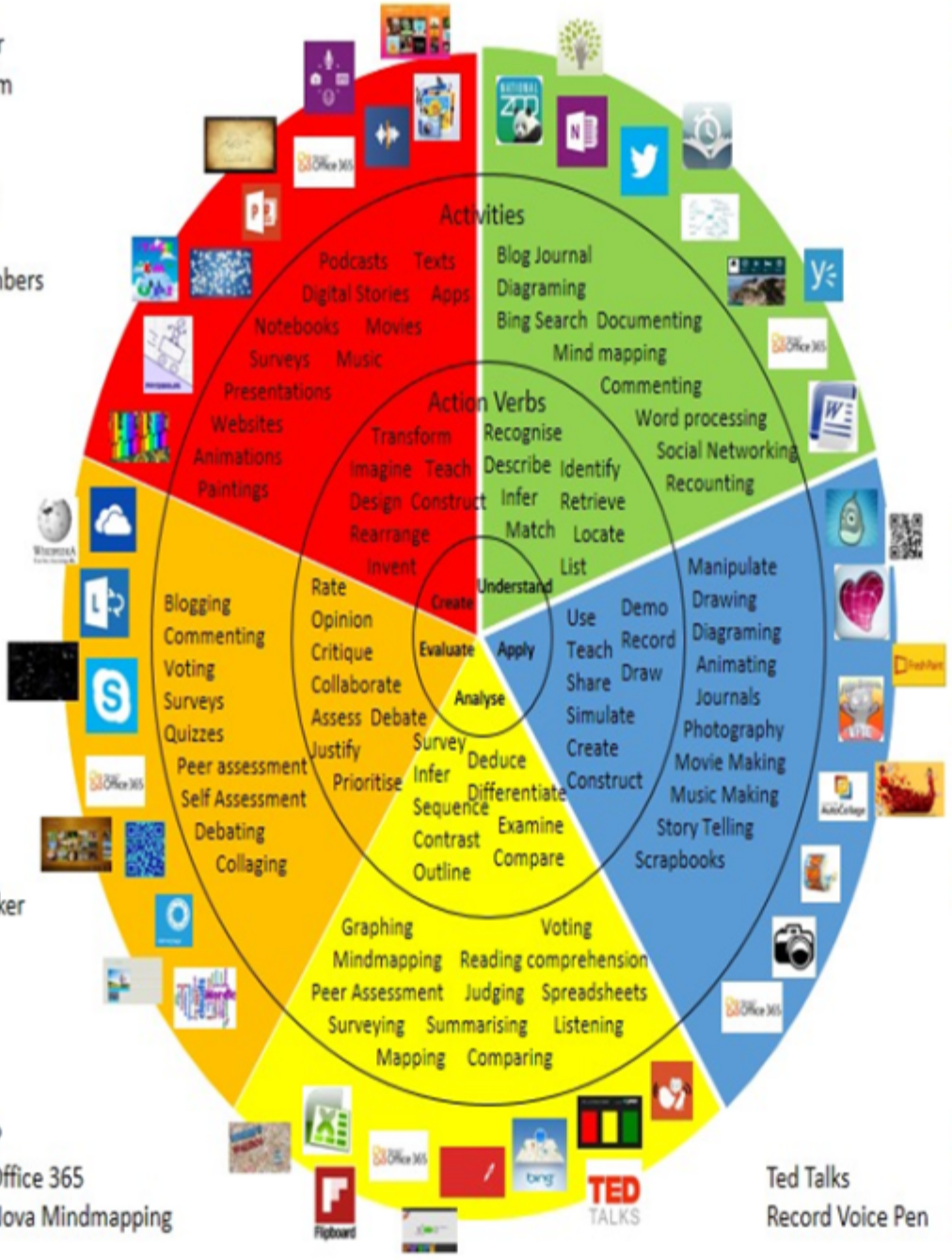
PBS Learning Media

Art 21

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| 9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| 9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth. |
| 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). |
| 9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| 9.2.12.CAP.5 | Assess and modify a personal plan to support current interests and post-secondary plans. |
| 9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| 9.4.12.DC.7 | Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). |
| 9.4.12.IML.9 | Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). |
| 9.4.12.TL.1 | Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). |
| 9.4.12.TL.4 | Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6). |

## 21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration

- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

**1.** Students will have the same subject matter but will have different outcomes.
**2.** Progress will be the same but the product will be different.
**3.** Guided instruction, direct instruction, group instruction.
**4.** Assist students with IEP & 504 guidelines.
**5.** Study guides, group and peer instruction, extended time/ test time, oral testing
**6.** Small group instruction
**7.** Small group assignments
**8.** Extra time to complete assignments
**9.** Pairing oral instruction with visuals
**10.** Repeat directions
**11.** Scheduled breaks
**12.** Rephrase written directions
**13.** Alternative formative and summative assessment
**14.** Leveled rubrics
**15.** Project-based learning
**16.** Exploration by interest
**17.** Open-ended activities

**Differentiations:**

- Small group instruction
- Small group assignments

- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest

- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

**Special Education Learning** adaptations that will be employed in the unit

- Provide modifications as dictated in the student's IEP/504 plan
- Additional time for skill mastery
- Have student repeat directions
- Check work frequently for understanding
- Secure attention before giving instructions
- Extended time on quizzes
- Preferential seating
- Printed Copy of text
- Assistive technology

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length

- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic. Eliminate nonessential information
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- reducing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- provide an interpreter
- translate study guides

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- decreasing the amount of work presented or required
- using videos, illustrations, pictures, and drawings to explain or clarify
- tutoring by peers
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- marking student's correct and acceptable work, not the mistakes
- reducing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- modifying tests to reflect selected objectives
- allowing the use of note cards or open-book during testing
- communication with counselor, parent/guardians in reference to the lesson.
- after school project/specific tutoring
- extra one-on-one class time.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Create a blog or social media page about their unit
- Debate issues with research to support arguments
- Complete activities aligned with above grade level text using Benchmark results
- Advanced problem-solving
- Above grade level placement option for qualified students
- Higher order, critical & creative thinking skills, and discovery
- Flexible skill grouping within a class or across grade level for rigor
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Multi-disciplinary unit and/or project
- Allow students to work at a faster pace
- Communicating with parent/guardian regarding after school classes
- Communicating with parent/guardian regarding college opportunities
- Offering after school art experiences

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

**Unit Name:** Elements of Art and Principles of Design: Creating Value/Tone in Pen & Ink Renderings

**NJSLS:** See linked below

**Interdisciplinary Connection:** Science: Study of insects and amphibians **SCI.HS-LS4** - [*Disciplinary Core Idea*] - Biological Evolution: Unity and Diversity

**Statement of Objective:** SWDAT Proficiency in creating value/tone in pen & ink renderings by researching the physical characteristics of insects and amphibians, sketching in pencil, practicing value scales, reading informational text and sharing in group discussions and critiques.

**Anticipatory Set/Do Now:** We know we can create value/tone in pencil by blending. How do we create it if using pen & ink? What are your daily goals? How will you determine you met your goals for the week?

**Learning Activity:** Discussion on pen & ink techniques while viewing examples. Demonstration of proper technique. Student practice in creating value scales using stipple technique. Student research and sketching, choosing an insect or amphibian. Design and create an animal realistically using pen & ink techniques.

**Student Assessment/CFU's:** Class Participation/Discussion, Group Work, Teacher Observation, test/quiz, Project rubrics, critiques.

**Materials:** Books and hand-outs on various insects and amphibians, 12x18 white paper, pencils, erasers, extra-fine point pens

**21st Century Themes and Skills:** Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving, Information Literacy,Media Literacy

**Differentiation/Modifications:** Added time to complete assignments, Independent research and projects, Modified expectations for task completion, Project-based learning, Reinforcing on-task behaviors and skill acquisition, repeat directions as needed.

**Integration of Technology:** Google Classroom, Access to internet for image references, Pinterest image boards, YouTube demonstrations on pen and ink techniques

| | |
|---|---|
| 1.5.12acc.Cr2a | Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. |
| 1.5.12acc.Cn10a | Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking. |
| 1.5.12acc.Cn11a | Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts. |