Unit 2- DRAWING & ANATOMY Copied from: DRAWING & PAINTING 2.5, Copied on: 02/21/22

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UNIT 2

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

DRAWING & PAINTING, 10,11,12

DRAWING & ANATOMY

Belleville Board of Education

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Unit Overview

Unit 2: DRAWING & ANATOMY

1. Explore anatomical drawing with the development of deep conceptual understandings and skills.

2. Allow students to learn about how people have responded to and communicated their experiences through art making by exploring art in its historic and cultural contexts.

3. Welcome students into the global art world as active participants, engaging with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

4. Recognize the structure of the skeleton, joints and landmarks to help with proportions and drawing the body in motion, shading, accurate perspective, understanding the layering of muscles, and making the muscles feel 3D.

5. How the function of the body helps to understand its limitation and how to draw the body in motion – flexing, stretching, and relaxing muscles.

6. Allow students to learn about how people have responded to and communicated their experiences through art making by exploring the human anatomy.

7. Allow students to experiment with various drawing techniques, overlapping objects, foreshortening,

8. Explore global art with the development of deep conceptual understandings and art historical skills.

Enduring Understanding

Enduring understandings:

1. The study of anatomy is universal.

2. Major structures of the skeletal system.

3. Effects of foreshortening. the structure of the skeleton, joints and landmarks to help with proportions and drawing the body in motion, shading, accurate perspective, understanding the layering of muscles, and making the muscles feel 3 dimensional.

4. How the function of the body helps to understand its limitation and how to draw the body in motion

5. Impact of historical attitudes toward figure drawing.

6. Different approaches and styles to portraying the human figure.

7. The clarity of a work of art and its ability to communicate can be affected by the manner in which it is shown.

8. Aesthetic knowledge fosters artistic appreciation and critical analysis that can be tapped into throughout a lifetime.

9. Aesthetic knowledge facilitates interpretation of both one's individuality and those of others.

10. Careers in art: commercial illustration, medical illustration, and design.

Essential Questions

Essential Questions:

1. Why do we study anatomy?

2. How is the human body constructed?

3. How does a contiuos inquiry improve observational and design skills?

4. How does knowledge of the anatomy impact one's ability to draw the figure?

5. How do you draw what you cannot see?

6. How can visual magic occur when art and science meet?

7. How does an artist determine whether anatomy should be portrayed realistically or manipulated for aesthetic reasons?

10. How is anatomical structure different in varying species?

11. How does one develop one's aesthetic?

12. How does one show growing knowledge of visual art?

13. How does aesthetic knowledge fosters artistic appreciation and critical analysis that can be tapped into throughout a lifetime.

Exit Skills

By the end of Unit 2:

All students will demonstrate an understanding of anatomical drawing by:

1. Creating original works of art using the proportions and ratios for anatomical drawing

2. Recognizing and describe works of art in terms of the use of the techniques and in written material

3. Critiqueing and synthesizing the works of art of peers and predecessors

4. Comprehending complex literary and informational texts independently and proficiently

5. Understanding the role, development, and influence of art throughout history and across cultures

6. Demonstrating an understanding of the elements and principles that govern the creation of works of visual art

7. Understanding the role, development, and influence of the arts throughout history and across cultures

8. Synthesizing those skills, media, methods, and technologies appropriate to creating visual art

9. Art making that is shaped by tradition and change

10. Interpretating a vriaety of art

11. Understanding the basic human anatomy

12. Techniques and methods

13. Effects

14. Characteristics

15. Tools

New Jersey Student Learning Standards (NJSLS-S)

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 content-level and cross-curricular **New Jersey Student Learning Standards** applicable to the unit. **Do not list standards that are not used in the unit.**

1.5.12acc.Cr1	Generating and conceptualizing ideas.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.

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.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
1.5.12acc.Cr3	Refining and completing products.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
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.Re7	Perceiving and analyzing products.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9	Applying criteria to evaluate products.
1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
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.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

Interdisciplinary Connections

Social Studies:

Invention of the Gutenburg Press

Copyright Laws

World History:

Global studies.

World Language:

Big ideas, words, phrases, themes.

21st Century Life Skills:

Creative, critical thinking, collaborative problems solving.

Please list all and any additional **Interdisciplinary Connections/Cross-Curricular** New Jersey Student Learning Standards that link to this unit, and which are not included in the NJSLS section above.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
SOC.6.1.12.B.1	Geography, People, and the Environment
SOC.6.1.12.C.1	Economics, Innovation, and Technology

Learning Objectives

1. Identify differentiated components of form, function, content and/or context of a work of art.

2. Create original works of art using elements and principles of art.

3. Identify, plan, and provide solutions to anatomical structures.

4. Clarify proportions and ratios used to create correct anatomical drawing

5. Analyze and evaluate how various artists and cultural resources influence anatomical drawing.

6. Incorporate proper use of vocabulary throughout the anatomy drawing process.

7. Recognize and describe works of art in terms of the use of the design principles and in written materials.

8. Demonstrate an understanding of the continuing influences of the arts in relation to world cultures, history, and society.

9. Compare and contrast innovative applications of line as an element of art.

10. Differentiate between objective and subjective thoughts.

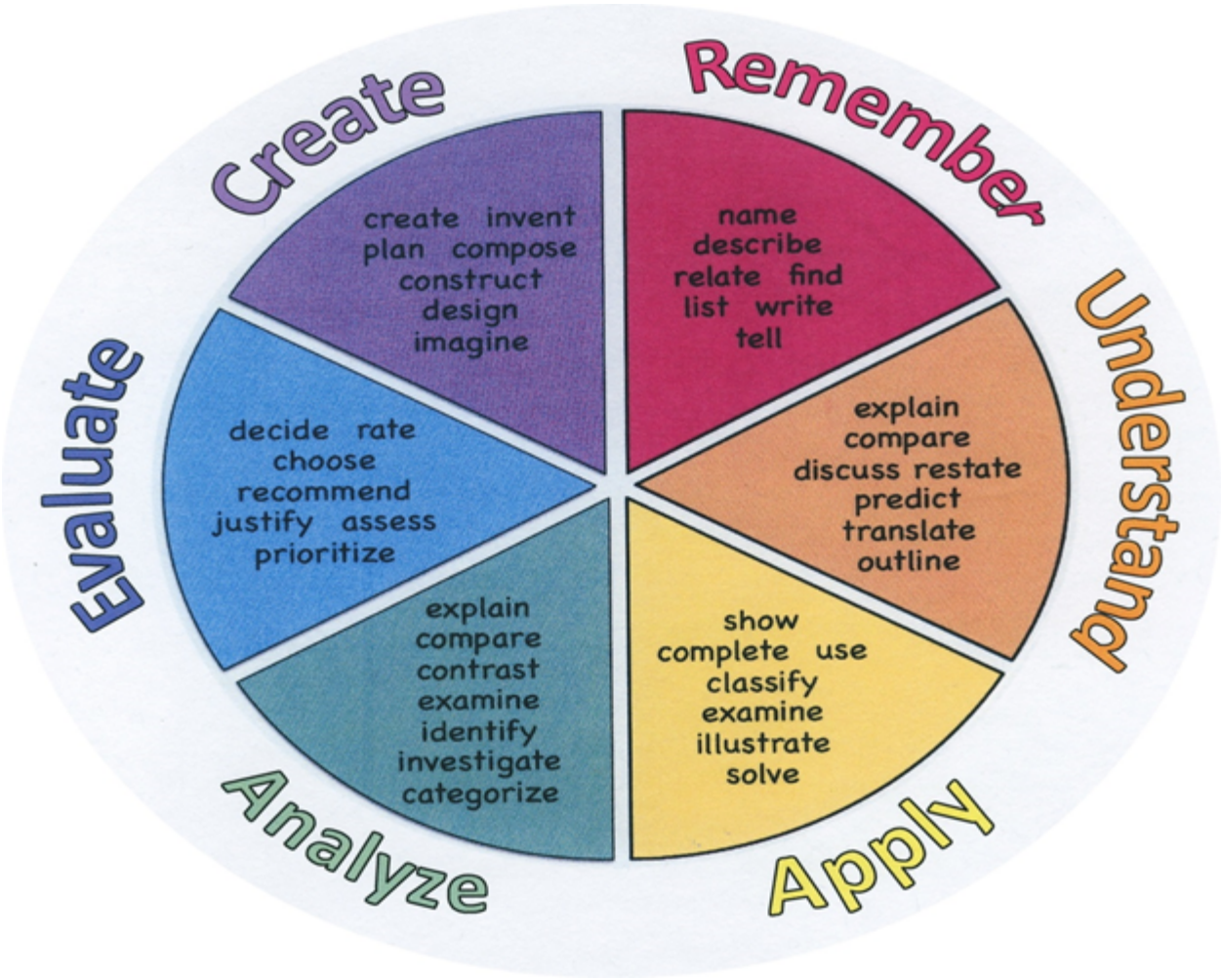
11. Examine ground-breaking uses of space in traditional and new mediums and experiment with new approaches to portraying positive and negative space in art installation or new media artwork.

12. Incorporate proper use of vocabulary throughout the anatomical drawing process.

13. Combine vocabulary and observation to conduct constructive critique.

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



Suggested Activities & Best Practices

1. Demonstrate and display objects for the understanding of anatomical spatial relationships, proportions, ratios.
2. Discussion related to the shadows cast when objects overlap, ratios and proportions.
3. Daily observation of individual student learning.
4. Discussion related to the major structures of the skeletal system.
5. Demonstarte the effects of foreshortening. the structure of the skeleton, joints and landmarks to help with proportions and drawing the body in motion, shading, accurate perspective, understanding the layering of muscles, and making the muscles feel 3 dimensional.
6. Discuss how the function of the body helps to understand its limitation and how to draw the body in motion

Assessment Evidence - Checking for Understanding (CFU)

1. Individual critiques - formative assessment

2. Group critiques - formative assessment

3. Admit tickets - formative assessment

4. Exit Tickets - formative assessment

5. Creating Study Guides - alternative assessment

6. Teacher Daily Observations - formative assessment

7. Do-Now Activities - formative assessment

8. Portfolio Review - summative assessment

9. Creating a Product - summative assessment

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

- 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

1. *Anatomy for the Artist,* Tom Flint & Peter Stanyer
2. *Complete Book of Drawing,* Barrington Barber
3. *The Encyclopedia of Drawing Techniques,* Hazel Harrison
4. *The Natural Way to Draw*, Kimon Nicolaides
5. *The Human Figure in Motion,* Eadweard Muybridge

Ancillary Resources

1. *Art Across Time,* Laurie Schneider Adams
2. *Art History,* Marilyn Stockstad's
3. The Getty Institute, getty.edu
4. WebArt, webart.com
5. Internet, Virtual Museum Tours

Technology Infusion

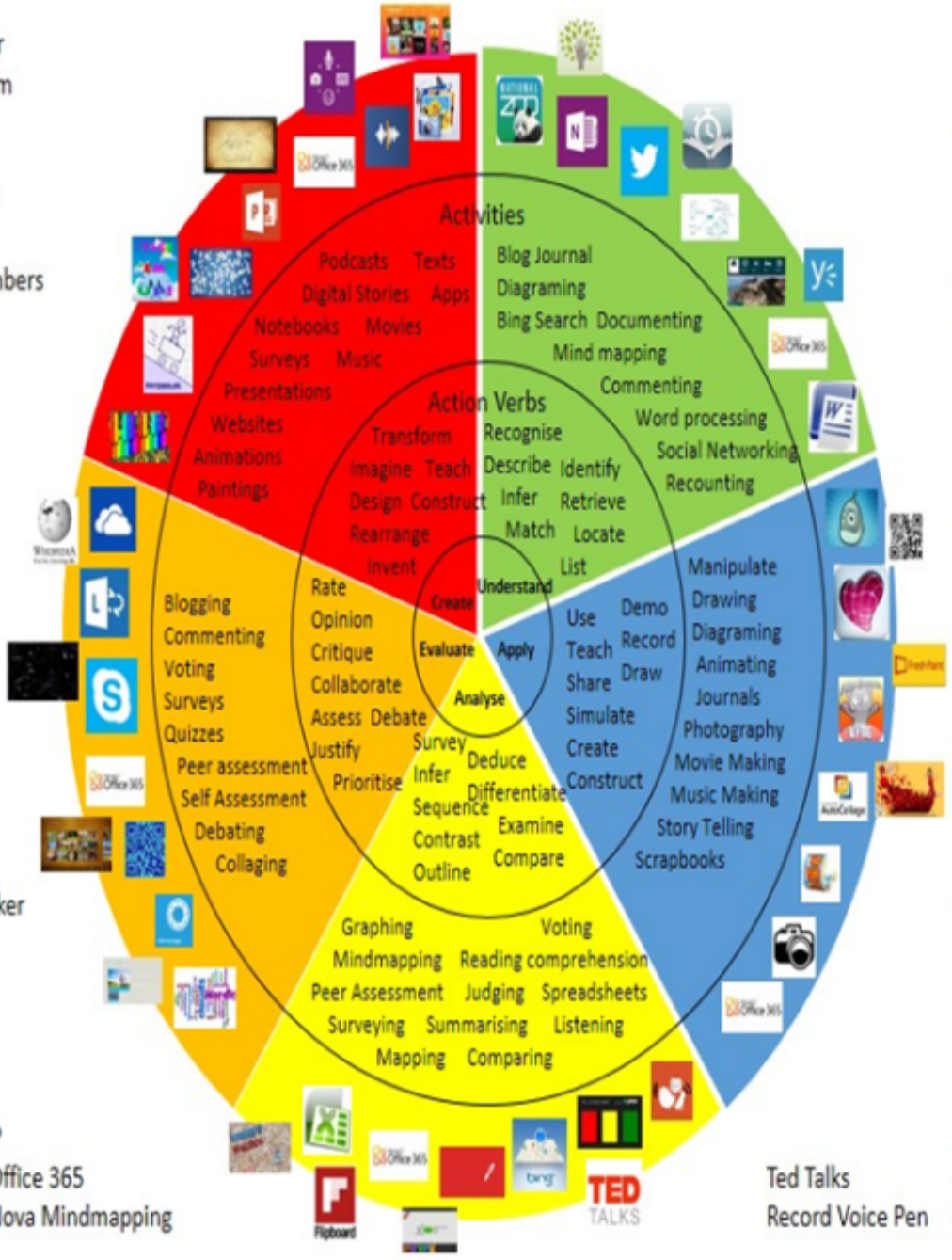
1. Khan Academy
2. Artsonia
3. Google Institute
4. Flipgrid
5. Artweb
6. Getty Institute of Discipline Based Art Education
7. Sketchbook Express

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

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

1. Creativity and innovation, critical thinking and problem solving, communication, and collaboration are encouraged, taught, and assessed.

2. Khan Acdemy, Google.com-cultural institute art collection.

LA.RH.11-12	Reading History
1.5.12acc.Cr	Creating
	Investigate
MA.G-CO.D	Make geometric constructions
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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.

21st Century Skills/Interdisciplinary Themes

1. Global awareness
2. Environmental literacy
3. Civic literacy
4. Communication and Collaboration
5. Creativity and Innovation
6. Life and Career Skills
7. Critical Thinking and Problem Solving

- 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

1. Communication and Collaboration
2. Information Literacy
3. ICT (Information, Communications and Technology) Literacy
4. Life and Career Skills
5. Creativity and Innovation
6. Critical Thinking and Problem Solving

- 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

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

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)

1. Preview of content, concepts, and vocabulary
2. Behavior management plan
3. Have student repeat directions to check for understanding
4. Teacher initiated weekly assignment sheet

5. Assistive technology
6. Check work frequently for understanding
7. Secure attention before giving instruction/directions8. multi-sensory presentation
8. Preferential seating
9. Reduced/shortened written assignments
10. Printed copy of board work/notes provided
11. Peer tutoring
12. Testing with counselor

13. Additional time for skill mastery

- 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)

1. Using videos, illustrations, pictures, and drawings to explain or clarify
2. Teaching key aspects of a topic. Eliminate nonessential information
3. Having peers take notes or providing a copy of the teacher's notes
4. Providing study guides
5. Allowing students to correct errors (looking for understanding)
6. Reducing or omitting lengthy outside reading assignments
7. Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
8. Provide an interpreter
9. 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

1. decreasing the amount of workpresented or required
2. using videos, illustrations, pictures, and drawings to explain or clarify
3. tutoring by peers
4. having peers take notes or providing a copy of the teacher's notes
5. providing study guides
6. allowing students to correct errors (looking for understanding)
7. marking students' correct and acceptable work, not the mistakes
8. educing or omitting lengthy outside reading assignments
9. allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
10. modifying tests to reflect selected objectives
11. allowing the use of note cards or open-book during tests
12. communicating anatomy lesson with counselor, parent/guardians
13. after school anatomy drawing tutoring
14. extra one-on-one class time relating to anatomy drawing

- 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)

1. Create a blog or social media page about their unit
2. Debate issues with research to support arguments
3. Complete activities aligned with above grade level text using Benchmark results
4. Advanced problem-solving
5. Above grade level placement option for qualified students
6. Higher order, critical & creative thinking skills, and discovery
7. Flexible skill grouping within a class or across grade level for rigor
8. Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
9. Multi-disciplinary unit and/or project
10. Allow students to work at a faster pace
11. Communicating wit parent/guardian regading after school anatomy classes
12. Communicating wit parent/guardian regading college opportiniites
13. Offering after school anatomy art experiences
14. Communicating wit parent/guardian regading after school antomy classes
15. Communicating wit parent/guardian regading college opportiniites
16. Offering after school anatomy art experiences in district

- 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

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: