# *Unit 2 - Anatomy Copied from: Drawing & Painting, Copied on: 02/21/22

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Drawing & Painting - Grades 11,12

# ANATOMY

**Belleville Board of Education**

**102 Passaic Avenue**

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Board Approved: September 23, 2019

## Unit Overview

Unit 2 – Anatomical Drawing

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.

## Enduring Understanding

**1.** The study of anatomy is universal.

**2.** Major structures of the skeletal system.

**3.** Effects of foreshortening.

**4.** Impact of historical attitudes toward figure drawing.

**5.** Different approaches and styles to portraying the human figure.

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

**7.** Aesthetic knowledge fosters artistic appreciation and critical analysis.

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

**9.** Careers in art: commercial illustration, medical illustration, and design.

## Essential Questions

**1.** Why do we study anatomy?

**2.** How is the human body constructed?

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

**4.** How do you draw what you cannot see?

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

**6.** How is anatomical structure different in varying species?

**7.** How does one develop one's aesthetic?

**8.** How do I show my growing knowledge of visual art?

## Exit Skills

By the end of Unit 2:

- **1.** All students will demonstrate an understanding of anatomical drawing by:
    - Creating original works of art using the proportions and ratios for anatomical drawing.
    - Recognize and describe works of art in terms of the use of the techniques and in written material.
    - Critique and synthesize the works of art of peers and predecessors.

**2.** All students will comprehend complex literary and informational texts independently and proficiently.

**3.** All students will understand the role, development, and influence of art throughout history and across cultures.

- Demonstrate an understanding of the elements and principles that govern the creation of works of visual art.
- Understand the role, development, and influence of the arts throughout history and across cultures.
- Synthesize those skills, media, methods, and technologies appropriate to creating visual art.
- Manipulate materials and ideas to create an aesthetic object.
- Art making is shaped by tradition and change.
- Interpretations of art are variable.

**4.** All students will understand the basic human anatomy.

- Techniques and methods
- Effects
- Characteristics
- Tools

## New Jersey Student Learning Standards (NJSLS)

| | |
|---|---|
| VPA.1.1.12.D.2 | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. |
| VPA.1.1.12.D.CS2 | Stimuli for the creation of artworks can come from many places, including other arts disciplines. |
| VPA.1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
| VPA.1.2.12.A.CS2 | Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship. |
| VPA.1.3.12.D.1 | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. |
| VPA.1.3.12.D.2 | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. |
| VPA.1.3.12.D.CS1 | How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. |
| VPA.1.3.12.D.CS2 | Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement. |
| VPA.1.3.12.D.CS5 | Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style. |
| VPA.1.4.12.A.CS4 | Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology. |
| VPA.1.4.12.B.2 | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. |

## 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.

| | |
|---|---|
| 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. |
| 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. |
| LA.RST.11-12.1 | Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. |
| 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. |
| LA.WHST.11-12.6 | Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information. |
| LA.WHST.11-12.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SOC.6.1.12.A.2 | Civics, Government, and Human Rights |
| SOC.6.1.12.D.1 | History, Culture, and Perspectives |
| SOC.6.1.12.D.2 | History, Culture, and Perspectives |
| SOC.6.1.12.D.3 | History, Culture, and Perspectives |
| SOC.9-12.1.3.2 | Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. |
| 9-12.HS-LS4 | Biological Evolution: Unity and Diversity |

## 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.** 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.

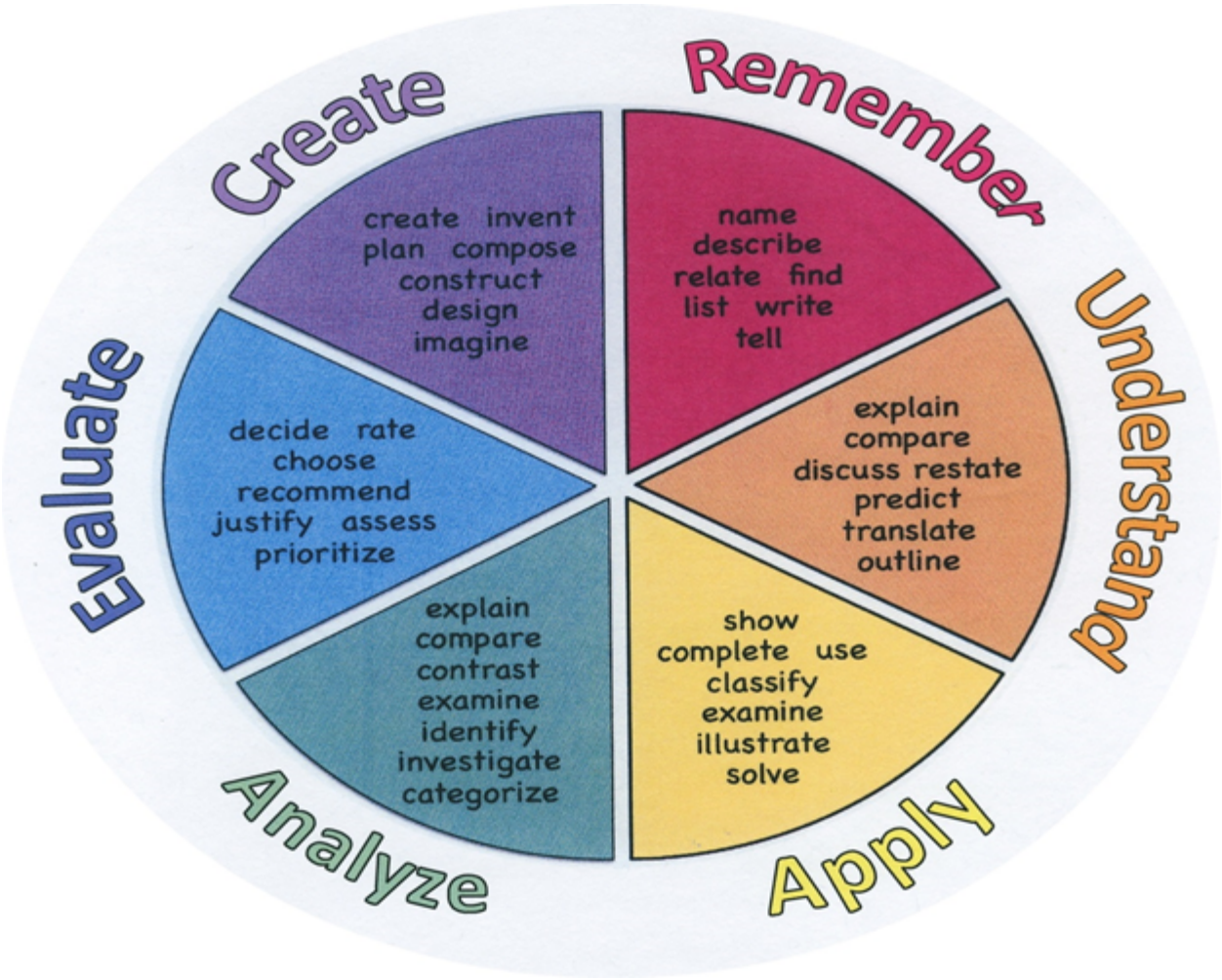
**11.** Examine ground-breaking uses of space in traditional and new mediums and experiment with new approaches to portraying positive and negative space in art installation or new media artwork.

**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

- Demonstrate and display objects for the understanding of patial relationships, proportions, ratios.
- Discussion related to the shadows cast when objects overlap, ratios and proportions.
- Daily observation of individual student learning.

## Assessment Evidence - Checking for Understanding (CFU)

- * Individual critiques - formative assessment

  * Group critiques - formative assessment

  * Admit tickets - formative assessment

  * Exit Tickets - formative assessment

  *Creating Study Guides - alternative assessment

  * Teacher Daily Observations - formative assessment

  * Do-Now Activities - formative assessment

  * Portfolio Review - summative assessment

  * Creating a Product - summative 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

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

## Ancillary Resources

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

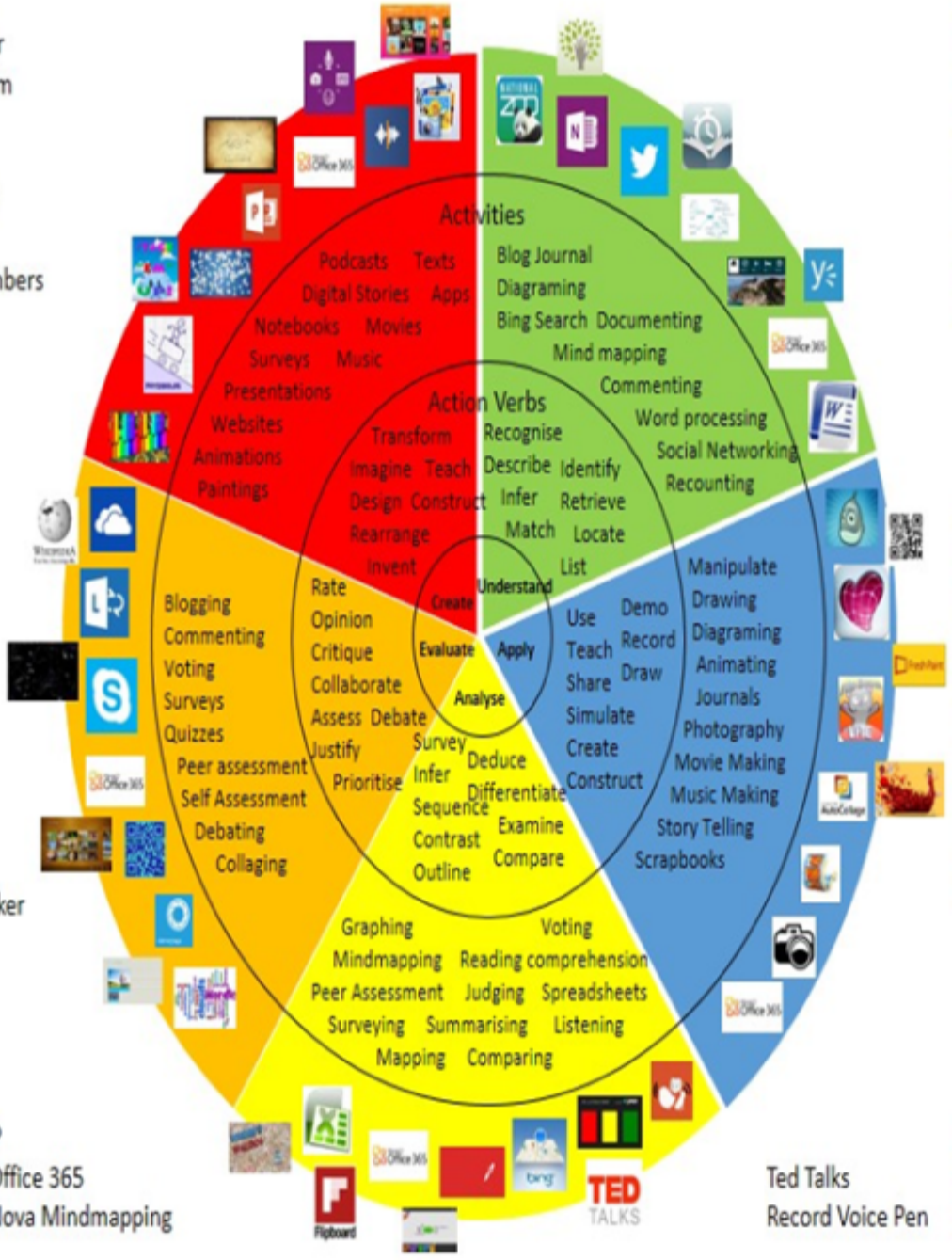
## Technology Infusion

- Khan Academy
- Artsonia
- Google Institute
- Wikipedia
- Artweb
- Getty Institute of Discipline Based Art Education
- Sketchbook Express

# 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

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

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

| | |
|---|---|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |

## 21st Century Skills/Interdisciplinary Themes

- Global awareness
- Environmental literacy
- Civic literacy
- Communication and Collaboration
- Creativity and Innovation
- Life and Career Skills
- 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

- Communication and Collaboration
- Information Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

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

## Differentiation

-
    - Students will have the same subject matter but will have different outcomes.
    - Progress will be the same but the product will be different.
    - Guided instruction, direct instruction, group instruction.
    - Assist students with IEP & 504 guidelines.
    - Study guides, group and peer instruction, extended time/ test time, oral testing
    - Small group instruction
    - Small group assignments
    - Extra time to complete assignments
    - Pairing oral instruction with visuals
    - Repeat directions
    - Scheduled breaks
    - Rephrase written directions

    - Alternative formative and summative assessment
    - Leveled rubrics
    - Project-based learning

    - Exploration by interest
    - Open-ended activities

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

• additional time for skill mastery

• preview of content, concepts, and vocabulary

• behavior management plan

• have student repeat directions to check for understanding

• teacher initiated weekly assignment sheet

• assistive technology

• check work frequently for understanding

• secure attention before giving instruction/directions

• multi-sensory presentation

• preferential seating

• Reduced/shortened written assignments

• printed copy of board work/notes provided

• peer tutoring

• testing with counselor

- 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 workpresented 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 students' correct and acceptable work, not the mistakes
- educing 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 tests
- communicating anatomy lesson with counselor, parent/guardians
- after school anatomy drawing tutoring
- 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)

- 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 wit parent/guardian regading after school anatomy classes
- Communicating wit parent/guardian regading college opportiniites
- Offering after school anatomy art experiences
- Communicating wit parent/guardian regading after school antomy classes
- Communicating wit parent/guardian regading college opportiniites
- 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