Unit 4: Value

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

VISUAL ARTS, GRADE 8

VALUE

Belleville Board of Education

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Unit Overview

In this unit, students will study value and how it relates to the 3D form. They will create value scales and gray scales to be used throughout the lesson. They will view examples of value changes in black and white images, as well as monochromatic paintings. They will understand how values are made using different media, and will be able to successfully create values for any color on the color wheel. Students will learn two methods of shading: cross-hatching and stippling. Students will discuss values role in helping to establish mood and focal points.

In grade 8, students will be able to assimilate the art concept, and then apply it to the creation of a still life on an object or a portrait exhibiting many areas of shadow. Working from a historical photo exhibiting any pivotal point in time (war torn lands of the Holocaust, the faces of Civil-Right protests, the pageantry of Pride parades, etc), students will duplicate the image, recreating the placement of the shadows working entirely monochromatic or using cross-hatching or stippling as their selected method of shading.

Enduring Understanding

The everyday environment is comprised of an endless variety of values, making value an essential aspect of artistic creation as seen in textiles, fashion, and home furnishing. The colors of the world extend beyond the boundaries of the typical crayon box.

Essential Questions

Overarching: The "Big Idea":
How many shades can be made from one color and how do those shades help to establish a sense of space?

Topical: Unit or lesson specific but promoting inquiry:
How are value and light related?
How are value and shadow related?
How do artists use different values to contour objects and supply them with 3D qualities?
Is there a limit to how many shades/values can be created using one color in one medium?
What qualities are possessed by artwork that uses shading that are not evident when shading techniques are not applied?
Do certain shades/values possess certain moods?
How do artists use shades/values to establish time of day, time of year, proximity in space?
Why would an artist feel that it is important to include values/shading as part of their work?

What other industries are affected by choices about shading and color value?
What choices do consumers make that are related to shading/values
How are shades/values created using different media? Which media is best for creating which textures?

Exit Skills

By the end of Unit 4, 8th grade Visual Art Students Should be able to:

- Recognize value changes in a work of art
- Add value changes to a work of art to create the illusion of 3D space
- Utilize a variety of shading techniques
- Create a 5 and 10 shade grey scale and value scale for a color
- Create value scales using multiple media

Interdisciplinary Connections

- English and Language Arts
- Science
- Sociology/Psychology
- History
- Mathematics

6.3	Active Citizenship in the 21st Century
	Civics, Government, and Human Rights: Human and Civil Rights
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a

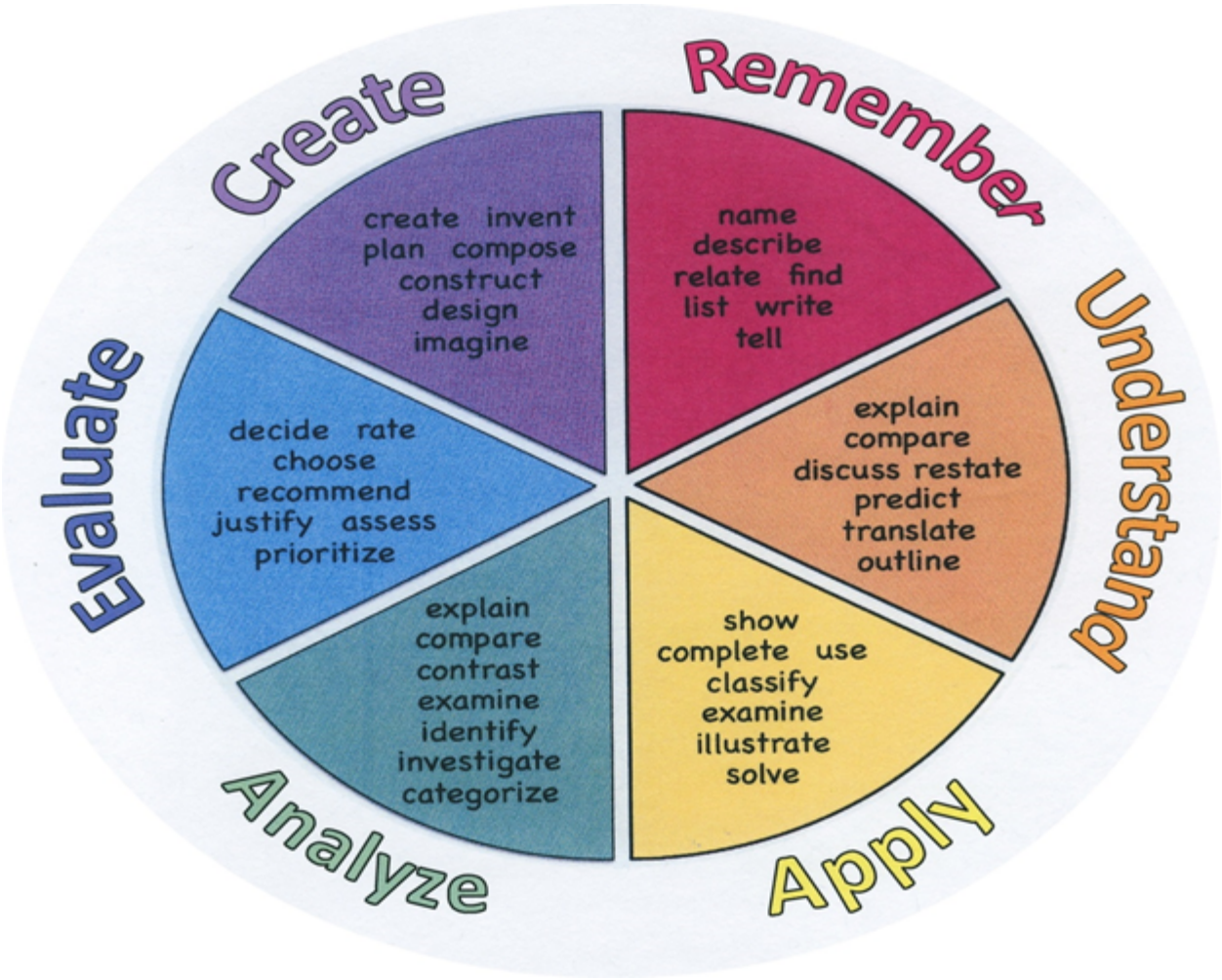
variety of sources and media.

Learning Objectives

After completing VISUAL ARTS UNIT 4 VALUE, students will be able to:

- **Recognize** value changes in a work of art and how they are used to establish a sense of space or supply 3D characteristics.
- **Create** value changes to a work of art to create the illusion of 3D space.
- **Apply** a variety of shading techniques to an artistic product.
- **Construct** a 5 and 10 shade grey scale and value scale for a color.
- **Create** value scales using multiple media.
- **Determine** how value is used to establish a sense of space, and then **design** an original composition using value to establish 3D qualities.
- **Critique** the work of other artists and **hypothesize** how they used value in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions.

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

Lower Level Learners (LLL) Higher Level Learners (HLL)

The process will be differentiated through supplying three tiers of questioning for LLL, intermediate and HLL students. Students will be given choice of project direction based on their interests, abilities and learning styles in order to promote confidence and success.

- **Compare and contrast** the differences between greyscales and 3D qualities. (formative assessment)
- **Analyze** the relationship between positive and negative space. **Identify** areas of positive and negative and how they effect 3D works. (LLL) (formative assessment)
- **Design** a composition that uses a balance to create 3D images. (summative assessment)
- **Modify** an existing artwork by altering the grounds used to establish 3D space in the artwork. (LLL) (summative assessment)
- **Critique** the work of other artists and **hypothesize** how they used space in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's

intentions. (formative assessment)

- **Create** a 3D drawing in 2 point or 3 point perspective (HLL) (summative assessment)
- **Create** a study guide outlining "big ideas" in the unit and how they connect to previous chapters. (alternative assessment)

Assessment Evidence - Checking for Understanding (CFU)

- 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

No resources are currently available that are located either within the district or that can be obtained by district resources.

Ancillary Resources

- http://www.craftsy.com/blog/2013/07/hatching-and-cross-hatching/
- youtube.com videoes such as "Beginners drawing - shading part 1" (Mr. Otter Art Studio), "Fundamentals: Value Shading" (CG Cookie Concepts), "How to shade and show value while drawing" (Rhoades Design), "Pen and Ink Shading Challenge, 9 ways to shade and egg" (Alphonso Dunn),
- Visual Aids Reproductions of lithographs by Delacroix, Goya, and Rembrandt

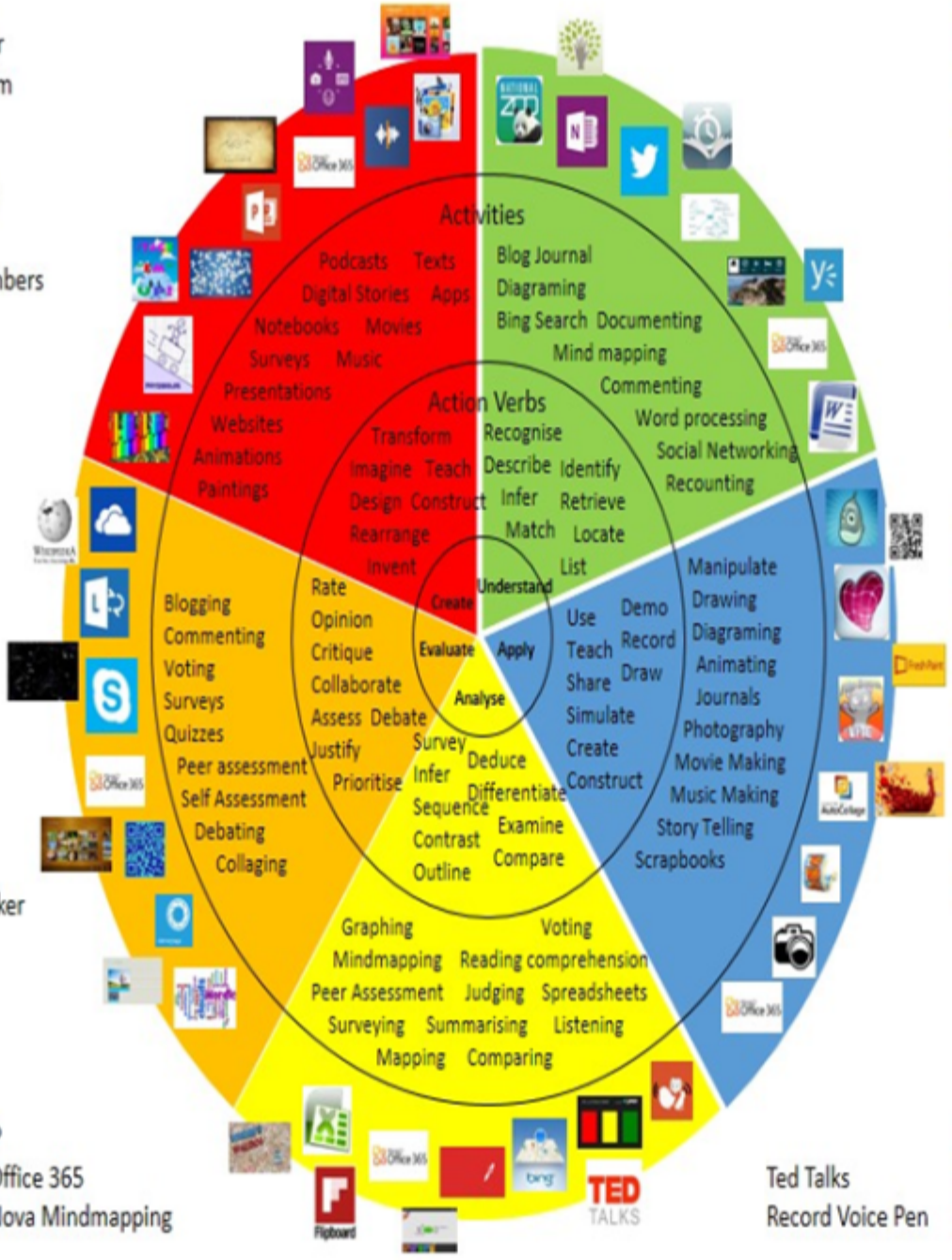
Technology Infusion

- eBooks pertaining to topics
- Interactive Vocabulary using SmartBoard
- Virtual Field Trips
- Online research assignments using multiple online texts to facilate learning

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

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

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
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).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.

21st Century Skills/Interdisciplinary Themes

- 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

Lower Level Learners (LLL) Higher Level Learners (HLL)

The process will be differentiated through supplying three tiers of questioning for LLL, intermediate and HLL students. Students will be given choice of project direction based on their interests, abilities and learning styles in order to promote confidence and success.

After completing VISUAL ARTS UNIT 4 VALUE, students will be able to:

- **Recognize** value changes in a work of art and how they are used to establish a sense of space or supply 3D characteristics.
- **Create** value changes to a work of art to create the illusion of 3D space using provided templates (LLL)
- **Apply** a variety of shading techniques to an artistic product.
- **Modify** an existing artwork by altering the values used to establish 3D qualities in the artwork. (LLL)
- **Construct** a 5 and 10 shade grey scale and value scale for a color.
- **Create** value scales using multiple media.
- **Determine** how value is used to establish a sense of space, and then **design** an original composition using value to establish 3D qualities.
- **Critique** the work of other artists and **hypothesize** how they used value in their compositions, then **describe and explain** whether or not the artistic choices effectively create the artist's intentions.
- **Invent** and expanded value scale and **explain** how the textures could be used. (HLL)

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)

- 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)

- 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

- 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)

- 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: VALUE

NJSLS: (see standards listed below)

Interdisciplinary Connection: Science/History

Statement of Objective: Students will select a photographic subject of choice and recreate it using one of three vale shading methods: cross-hatching, stippling, or monochromatic.

Anticipatory Set/Do Now: How many shades of grey can be made with a simple pencil? How many can you create?

Learning Activity: Students will select a photographic image capturing a pivotal moment in time. Selected pictures can reflect personal connections to LGBTQ awareness, African-American and Black histories, the period of the Holocaust, or any images related to "freedom" or "oppression". Images will then be recreated through various methods and colored

using one of three value methods: cross-hatching, stippling or monochromatic color application.

Examples to be used:

https://collections.ushmm.org/search/catalog/irn618170 Watercolor of Auschweitz by Holocaust survivor Fred Veston

https://www.nytimes.com/2020/06/16/us/gay-lgbt-pride-march-history.html *How the Pride March Made History*

https://www.fastcompany.com/3041907/12-history-making-photos-of-the-1965-selma-to-montgomery-civil-rights-march *Twelve History Making Photos of the 1965 Selma to Montgomery Civil Rights March*

Student Assessment/CFU's:

By the end of the unit, students will have completed a value composition with content rooted in history.

Oral questioning throughout demonstration

Thumbs up/Thumbs down after each new step is modeled

5,4,3,2,1 Fingers to demonstrate level of understanding as they work (5 fingers=Understands entire concept, 3=Some concept ideas still fuzzy, 1=Needs assistance)

Materials: Photographs/Paper/Pencils/Colored Pencils/Rulers/Erasers

21st Century Themes and Skills: Social Studies

Differentiation/Modifications:

Higher Level Learners (HLL)/Lower Level Learners (LLL)

HLL: Ask students to select color reflective of the mood of the photo

LLL: Allow image to be traced instead of hand-replicated

Integration of Technology:

Document camera/SmartBoard to broadcast above mentioned images. Chromebooks to be used to research line and mood further.