Unit 3: All About Me

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Through the creation of self-portraits, artists are able to self-reflect and express themselves to the viewer.

ESSENTIAL QUESTIONS

How can one express themselves in visual art?

What do artists draw?

What is the difference between and portrait and a self-portrait?

How can artists use multiple art media in an artwork?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - Grades 6-8 - Visual and Performing Arts (2020) - Visual Arts

1.5.8.Cr1b:

Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

1.5.8.Cr2a:

Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Cr2c:

Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

1.5.8.Re7a:

Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

VA.6-8.1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

VA.6-8.1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
VA.6-8.1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
VA.6-8.1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

| CS.6-8.8.2.8.EC.1 | Explain ethical issues that may arise from the use of new technologies. |

PRE-ASSESSMENTS

-Students artwork made earlier in the semester

INSTRUCTIONAL PLAN

MODULE 1

| **Student Learning Intentions (SLI) WALT:**
 (We are learning to…) | Students will learn how to create a self-portrait using grid drawing techniques.
 Students will learn how to shade with chalk pastels.
 Students will learn how to create a self-portrait without |

	showing their faces. Students will learn how to use photography as a medium. Students will understand that they use visual art to express themselves. Students will understand that artists create work based on what they know.
Student Learning Strategies	- lecture - class discussion - class critique - visual art project assignments - small group work - teacher demonstrations - EdPuzzle quizzes - student research - teacher feedback during the class period - questioning to check for understanding
Success Criteria	Students will effectively use the grid technique to create their self-portraits. Students will shade with chalk pastels. Students will create a self-portrait without showing their faces. Students use photography as a medium.
Formative Assessment (drives instructional decisions)	-Chalk Pastel Sel-Portrait Visual Art Project - Who Am I? Visual Art Project
Activities and Resources	Brookes, Mona. Drawing for Older Children and Teens. New York: Penguin Putnam Inc., 1991. Edwards, Betty. Drawing on the Right Side of the Brain. New York: Penguin Putnam Inc., 1999. Graham, Mark A. "Teaching Conversations, Contemporary Art, and Figure Drawing". *Art Education; The Journal of the National Art Education Association*. May 2012. Jarrett, Lauren and Lisa Lenard. The Complete Idiot's Guide to Drawing. Indianapolis, IN: Alpha Books, 2000. Nicolaides, Kimon. The Natural Way to Draw. Boston, MA Houghton Mifflin Company, 1969.

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front-loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Classwork such as tests and literature circles may need to be

read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way G & T students are provided the same opportunity for support as

special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in a simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to

intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day writes down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands-On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

VA.6-8.1.5.8.Re9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
VA.6-8.1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
VA.6-8.1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.