

Unit 3: Value Figure Drawing

Content Area: **Art**
Course(s):
Time Period: **Full Year**
Length: **8 Weeks**
Status: **Published**

Unit 3: Value Figure Drawing

Unit Rationale

The purpose of this unit is to...

- Teach students that a color's value refers to its lightness or darkness.
- Show students value is a key component in the creation of volume (making figures appear three dimensional).
- Students will learn to use value to create contrast between light and dark areas thereby making one area recede and another come forward in addition to the creation of volume.

Essential Questions

- What are the ways you already know to make artwork seem three dimensional (realistic)?
- How does the use of different values make a drawing seem even more three dimensional?

Pre-Assessments

The students will be asked to draw a picture of a person from their memory. The educator will examine the results and will be able to assess the students' prior knowledge of figure drawing.

Instructional Plan

See description below for Lesson 1.

Lesson 1: Value Figure Drawing

Student Learning Intentions or We are learning to/that ... (WALT)

- Value is the lightness or darkness of a color.

- Contrast is the difference between values of color areas.
- The use of contrast will make areas recede or come forward.
- The use of light and dark values to create highlights and shadows makes figures three dimensional.

Student Success Criteria ... “I can statements”

- Use and outline to give artwork depth.
- Use value to give artwork depth and volume.
- Use oil pastels correctly without scribbling.
- Blend oil pastels.

Instructional Strategies and Activities

Creating a Figure Drawing with Value

- Begin with a guided pencil drawing of a figure such as a person, animal, gargoyle, etc.
- Once this is complete guide them on an oil pastel or charcoal value rendering. Make sure there is enough contrast and use art vocabulary as you go.
- Students must choose a setting for their figure. Small background details will be done with oil pastel, larger areas with watercolor.

Formative Assessments:

Throughout the process of creating a figure drawing, students will be observationally evaluated using the following criteria:

- What is the quality of the initial figure drawing?
- Are students understanding value and contrast and using these art elements to create volume?
- Are students using outline to create depth?
- Are students using oil pastel or charcoal thoroughly, covering all areas?
- Does setting (background) show imagination and engagement?

Instructional Materials and Resources

Student Supplies: Paper, pencil, eraser

Educator Materials: Figure drawing lesson sample, paper, pencil, eraser

Reflections and Suggested Modifications

To be reflected upon by the educator at the completion of the unit.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

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. Class work 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 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 write 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.

New Jersey Student Learning Standards: Content Area

Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.

VA.K-2.1.5.2.Cr2a

Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

Integration of Diversity, Equity, and Inclusion:

Students will create a figure drawing inspired by an animal or person of their choosing. The student may draw something they have a personal connection to such as a family member, or pet. Everyone's creation will be different and students will have the opportunity to discuss what they are creating in their table groups to explain the importance of their chosen figure drawing.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP6

Demonstrate creativity and innovation.

Integration of Computer Science and Design Thinking

CS.K-2.8.2.2.ITH.4

Identify how various tools reduce work and improve daily tasks.

21st Century Life and Career

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

ELA.SL.PE.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.