

# Unit 1: Drawing with Shapes

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

## Unit 1: Drawing with Shapes

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### Unit Rationale

The purpose of this unit is to...

- Teach students a necessary foundational technique in learning to draw is the recognition and combining of component shapes as a first step in the drawing process.

### Essential Questions

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- What is a shape? What is the difference between a shape and a line?
- Can you see shapes in complicated figures (people, animals, trees, rocks, etc)?
- How do you start a drawing of a person, animal or landscape? What do you look for to begin?

### Pre-Assessments

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As students enter the art room, they will receive a blank piece of paper that asks them to draw various geometric shapes. The educator will be able to see what students have prior knowledge of shapes and how to draw them.

### Instructional Plan

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See description below for Lesson 1.

### Lesson 1: Drawing with Basic Shapes

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

- Students will be able to identify simple shapes: circles, semi-circles, ovals, triangles, rectangles and squares

- Circles, ovals, triangles, rectangles and squares can be combined to draw many things.

### **Student Success Criteria ... “I can statements”**

- Observe an object and identifying the simple shapes that can be used to draw it.
- Combine shapes to draw more complex objects and figures: a flower can be circles and triangles, or rectangles, a tree can be made out of rectangles and circles, a car can be made out of rectangles and circles, etc.

### **Instructional Strategies and Activities**

#### Lesson 1: Drawing with Basic Shapes

- Begin by having students draw circles, ovals, triangles, squares and rectangles to assess abilities (pre-assessment). The teacher will teach technique of lifting pencil between lines in shapes that have sharper angles; squares, triangles, etc.
- The teacher will guide them through simple combination of shape drawings to build experience and confidence
- The teacher will have students choose three objects (for example; butterfly, flower and dog and have them draw them in one scene. They can finish drawing with crayons.

### **Formative Assessments:**

Throughout the process of creating a themed color wheel, students will be evaluated using the following methods:

- **The educator may question individuals or the class as a whole for understanding of concepts.**
- **The educator may look at individual works in progress to check for understanding.**
  - Do students know their shapes yet?
  - Can students use shapes in guided drawings of more simple combinations of shapes, such as flowers, trees, animals?
  - Can students choose an object from their imagination and combine simple shapes to draw it?

### **Instructional Materials and Resources**

Student Supplies: Pre-assessment paper, paper, pencil, eraser, coloring materials

Educator Materials: Shape drawing lesson sample, paper, pencil, eraser, coloring materials

### **Reflections and Suggested Modifications**

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

## **Modifications and/or Accommodations**

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### **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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**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.

## 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.

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## **New Jersey Student Learning Standards: Content Area**

VA.K-2.1.5.2.Cr2

Organizing and developing ideas.

VA.K-2.1.5.2.Cr2a

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

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

### **Integration of Diversity, Equity, and Inclusion:**

Students will learn about breaking up complex objects into simple shapes. Each drawing will vary and so will the subject matter the students choose to draw. At the end of the unit, students will conduct a "museum walk" critique that will give them the opportunity to provide feedback to each other and observe their work. They will collaborate on ideas, share their constructive criticisms, and embrace the differences in each of their drawings.

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## **Integration of Career Readiness, Life Literacies and Key Skills**

CRP.K-12.CRP6

Demonstrate creativity and innovation.

WRK.9.1.2.CAP

Career Awareness and Planning

## **Integration of Computer Science and Design Thinking**

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CS.K-2.8.2.2.ITH.4

Identify how various tools reduce work and improve daily tasks.

## **21st Century Life and Career**

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CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math**

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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.