Unit 1: Shape, Form, Value

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

UNIT RATIONALE

The purpose of this unit is to show students the underlying elements used in drawing figures in fine art and cartooning. Through a variety of mediums, line, shape, form, pattern, repetition, and value create the illusion of life.

ESSENTIAL QUESTIONS

- What are the basic shapes used in drawing?
- What techniques do cartoonists use to draw cartoons?
- How do you vary line?
- How does a figure's proportion affect it's mobility?
- How do you show value in cartooning?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - Grades 9-12 - Visual and Performing Arts (2020) - Visual Arts

1.5.12prof.Cr1a:
Use multiple approaches to begin creative endeavors.
1.5.12acc.Cr1a:
Individually and collaboratively formulate new creative problems based on student's existing artwork.
1.5.12acc.Cr1b:
Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12prof.Cr2a:
Engage in making a work of art or design without having a preconceived plan.
1.5.12acc.Pr5a:
Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
VA.9-12.1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
VA.9-12.1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

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

| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

| CS.9-12.8.1.12.CS.2 | Model interactions between application software, system software, and hardware. |

PRE-ASSESSMENTS

Introduce shapes of characters. Have students attempt to draw with shapes.

INSTRUCTIONAL PLAN

MODULE 1

| Student Learning Intentions (SLI) WALT: (We are learning to…) | Using camera angles to make a panel more interesting. Creating a storyline that can be read by a viewer. Creating a believable world in a story. Expressing one's self through art- drawing from imagination and life. |

	.
Student Learning Strategies	- Active listening during demo tutorial - Think-Pair-Share. - Students make connections with project theme and informational text. - Students review prior lessons apply techniques learned to new project. - Student creates a portfolio site. Display work. - Teacher/student discussion on project selections and uploading to portfolio site
Success Criteria	- How to tell stories with pictures. - How to pace a cartoon story. - How to show space in a story.
Formative Assessment (drives instructional decisions)	- Real time feedback - In class discussions - completed tasks/projects - displaying work
Activities and Resources	Task- work within an uneven shape- unique characters Task- shapes 1- break found images into simple shapes- draw Task- shapes 2- pick character- break into simple shapes- create new characters from the simple shapes. Task- characters 1- expression- 1 face 8 expressions Task- characters 2- proportions- 1 character- 6 proportions (tall, fat etc) Task- characters 3- movement- 1 character 6 positions- run, walk Task- characters 4- views- multiple views of one character profile, frontal etc. Task- shading 1- pencil Task- shading 2- line and dynamic light Task- shading 3- graywash Task- shading 4- scratchboard

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. 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**

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.

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.

REFLECTIONS

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

LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.