

Unit 2: Space and Movement

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

UNIT RATIONALE

The use of space and movement gives the viewer a sense of reality and stability in 2D and 3D art. Students will explore a variety of mediums to experience placing cartoons into believable space.

ESSENTIAL QUESTIONS

- What are the basic angles of the camera (viewer)?
- What are the most descriptive views of a character?
- How do you use linear and atmospheric perspective in comics?
- How do you use pictures to tell a story?
- How do you use text in comics?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

SAVED

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

1.5.12prof.Cr1a:

Use multiple approaches to begin creative endeavors.

1.5.12prof.Cr1b:

Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

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.

1.5.12adv.Cr1b:

Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

1.5.12prof.Cr2a:

Engage in making a work of art or design without having a preconceived plan.

1.5.12acc.Cr2a:

Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12acc.Cr2b:

Demonstrate awareness of ethical implications of making and distributing creative work.

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.9-12.1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
VA.9-12.1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
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.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.

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

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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).

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.
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PRE-ASSESSMENTS

Introduce cartoons using movement and have students deconstruct them into templates. How are they used?

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ul style="list-style-type: none">• How to tell stories with pictures.• How to pace a cartoon story.• How to show space in a story.
Student Learning Strategies	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• "Camera angles" in comics make reading plots easier and more interesting.• Drawing character studies from different angles early in the design phase makes drawing them in scenes later on, easier.• Linear and atmospheric perspective allow comics to have a sense of reality .• Continuity in frames helps the reader understand the plot.• Text in comics is essential to understanding the plot but can also be used dynamically to show sound.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Real time feedback• In class discussions• completed tasks/projects• displaying work

Activities and Resources

Task 1- the camera- close-ups, mid-shots, establishing shots, silhouette (draw an image using each)
Task 2- use the 4 viewpoints in a story line. 8 panels.
Task 3- perspective in the box- using linear and atmospheric perspective in comic panels.
Task 4- 6 panel continuity- 6 panel story. no words.
Task 5- text in cartooning- sound effects in a continuous story line. 6 panels.

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 subject 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

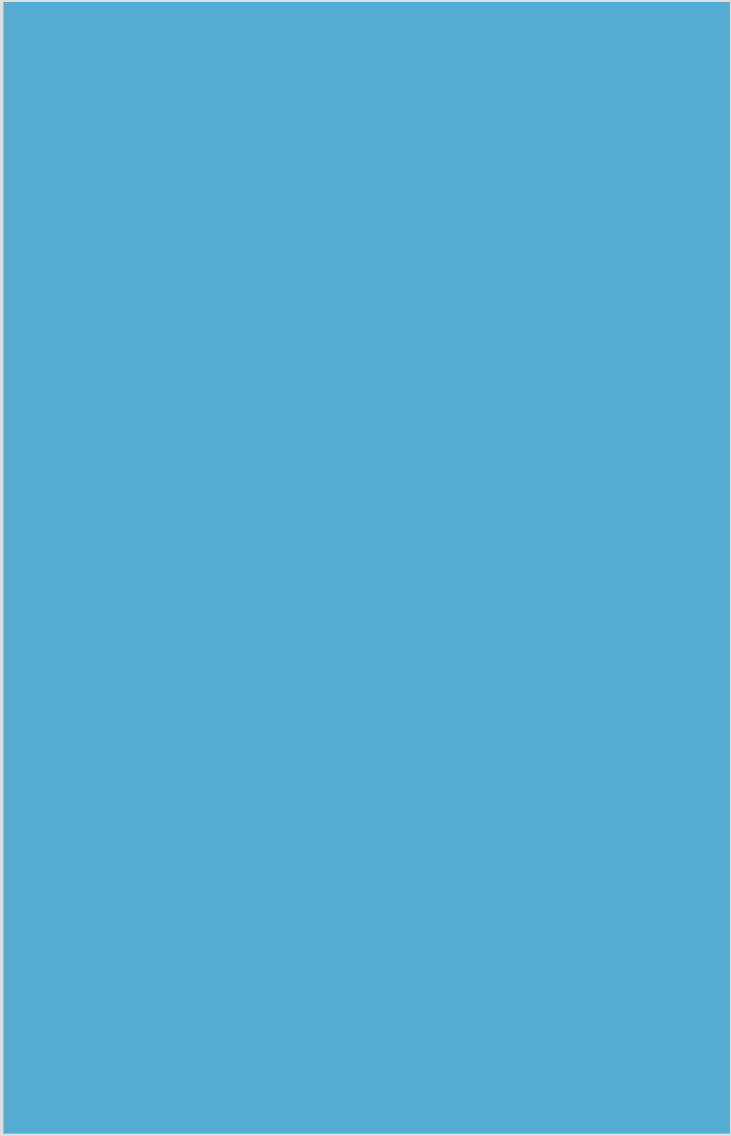
Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't 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 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.K-12.NJSLSA.W3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.