

# Unit 03: Intro to Perspective Drawing (Weeks 13-20)

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

## Standards Alignment

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| VA.9-12.1.5.12prof.Pr4  | Selecting, analyzing, and interpreting work.   |
| VA.9-12.1.5.12prof.Pr4a | Analyze, select and curate artifacts and/or artworks for presentation and preservation.  |
| VA.9-12.1.5.12prof.Pr5  | Developing and refining techniques and models or steps needed to create products.<br><br>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.<br><br>What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?<br><br>Select   |
| VA.9-12.1.5.12prof.Re   | Responding   |
| VA.9-12.1.5.12prof.Re7  | Perceiving and analyzing products.<br><br>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.<br><br>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?<br><br>Perceive |
| VA.9-12.1.5.12prof.Re7a | Hypothesize ways in which art influences perception and understanding of human experiences.  |
| VA.9-12.1.5.12prof.Re7b | Analyze how one's understanding of the world is affected by experiencing visual arts.  |
| VA.9-12.1.5.12prof.Re8  | Interpreting intent and meaning.<br><br>People gain insights into meanings of artworks by engaging in the process of art criticism.<br><br>What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?<br><br>Interpret  |
| VA.9-12.1.5.12prof.Re9a | Establish relevant criteria in order to evaluate a work of art or collection of works.   |

## New Jersey Student Learning Standards

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| VA.9-12.1.5.12adv.Re7  | Perceiving and analyzing products.   |
| VA.9-12.1.5.12adv.Re7a | Analyze how responses to art develop over time based on knowledge of and experience with art and life. |

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| VA.9-12.1.5.12adv.Re7b  | Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.  |
| VA.9-12.1.5.12adv.Cn10  | Synthesizing and relating knowledge and personal experiences to create products.   |
| VA.9-12.1.5.12adv.Cn10a | Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.   |
| VA.9-12.1.5.12adv.Cn11a | Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.  |
| VA.9-12.1.5.12adv.Cn11b | Assess the impact of an artist or group of artists on global issues, including climate change.   |
| VPA.1.1.12.D            | Visual Art   |
| VPA.1.1.12.D.1          | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.   |
| VPA.1.1.12.D.2          | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.   |
| VPA.1.2.12.A            | History of the Arts and Culture  |
| VPA.1.2.12.A.1          | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.   |
| VPA.1.2.12.A.2          | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.  |
| VPA.1.3.12.D            | Visual Art   |
| VPA.1.3.12.D.1          | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.  |
| VPA.1.3.12.D.2          | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.  |
| VPA.1.3.12.D.3          | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.   |
| VPA.1.3.12.D.4          | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.  |
| VPA.1.3.12.D.5          | Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.   |
| VPA.1.4.12.A            | Aesthetic Responses  |
| VPA.1.4.12.A.1          | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.   |
| VPA.1.4.12.A.2          | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.   |
| VPA.1.4.12.A.3          | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. |
| VPA.1.4.12.A.4          | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.  |
| VPA.1.4.12.B            | Critique Methodologies   |
| VPA.1.4.12.B.1          | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse           |

cultural contexts and historical eras.

VPA.1.4.12.B.2

Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

VPA.1.4.12.B.3

Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

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

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CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP3

Attend to personal health and financial well-being.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP9

Model integrity, ethical leadership and effective management.

CRP.K-12.CRP10

Plan education and career paths aligned to personal goals.

CRP.K-12.CRP11

Use technology to enhance productivity.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

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

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TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.D

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.D.1

Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

TECH.8.1.12.F

Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.1.12.F.1

Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

TECH.8.2.12

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.12.B

Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

TECH.8.2.12.B.4

Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

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

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### **Capacities of the Literate Individual**

#### **Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

#### Key Ideas and Details

LA.K-12.NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.K-12.NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.K-12.NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LA.RI.11-12 Reading Informational Text

LA.RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.K-12.NJSLSA.W Writing

#### Text Types and Purposes

LA.RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

LA.K-12.NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid

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|                    | reasoning and relevant and sufficient evidence.   |
| LA.RI.11-12.3      | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.   |
| LA.K-12.NJSLSA.W2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| 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.   |
|                    | Production and Distribution of Writing  |
| LA.K-12.NJSLSA.W4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LA.K-12.NJSLSA.W5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
|                    | Research to Build and Present Knowledge   |
| LA.K-12.NJSLSA.W7  | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.   |
| LA.K-12.NJSLSA.W8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.   |
| LA.K-12.NJSLSA.W9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
|                    | Range of Writing  |
| LA.K-12.NJSLSA.W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| LA.W.11-12.1       | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| LA.K-12.NJSLSA.SL  | Speaking and Listening  |
| LA.W.11-12.1.A     | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  |
| LA.W.11-12.1.B     | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
|                    | Comprehension and Collaboration   |
| LA.K-12.NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  |
| LA.W.11-12.1.C     | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  |
| LA.W.11-12.1.D     | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.   |
| LA.K-12.NJSLSA.SL2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| LA.W.11-12.1.E     | Provide a concluding paragraph or section that supports the argument presented (e.g.,   |

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|                    | articulating implications or the significance of the topic).   |
| LA.W.11-12.2       | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<br><br>Presentation of Knowledge and Ideas   |
| LA.K-12.NJSLSA.SL4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.   |
| LA.W.11-12.2.A     | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.             |
| LA.K-12.NJSLSA.SL5 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.   |
| LA.W.11-12.2.B     | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.   |
| LA.K-12.NJSLSA.SL6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |
| LA.W.11-12.2.C     | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.   |
| LA.W.11-12.2.D     | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  |
| LA.W.11-12.2.E     | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  |
| LA.W.11-12.2.F     | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).   |
| LA.W.11-12.3       | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| LA.K-12.NJSLSA.L   | Language   |
| LA.W.11-12.3.A     | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.<br><br>Conventions of Standard English |
| LA.W.11-12.3.B     | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| LA.K-12.NJSLSA.L1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| LA.K-12.NJSLSA.L2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| LA.W.11-12.3.C     | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).  |
| LA.W.11-12.3.D     | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| LA.W.11-12.3.E     | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  |

## Vocabulary Acquisition and Use

- LA.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.K-12.NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- LA.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- LA.K-12.NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- LA.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- LA.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
- LA.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- LA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- LA.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- LA.SL.11-12.1.B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- LA.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- LA.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- LA.SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- ## Presentation of Knowledge and Ideas
- LA.SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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| 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.   |
| LA.SL.11-12.6  | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.   |
| LA.L.11-12.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.L.11-12.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.11-12.2.B | Spell correctly.  |
| LA.L.11-12.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.   |
| LA.L.11-12.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  |
| LA.L.11-12.6   | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

see Crosswalks

## **21st Century Life and Careers**

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| CAEP.9.2.12.C.9 | Analyze the correlation between personal and financial behavior and employability. |
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## **Stage I: Desired Results**

## **Transfer/Overview/Rationale**

### **Transfer / Overview / Rationale**

Unit Rationale

The purpose of this unit...

**Linear perspective is used by artists in which the relative size, shape, and position of objects are determined by drawn or imagined lines converging at a point on the horizon. The use of linear perspective in drawing and painting leads to work appearing more realistic.**

## Meaning

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## Essential Questions

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### Essential Questions

- How do artists depict a realistic view of the world around them?
- How has technology changed the way perspective has been used in design throughout history?
- Why is it important to understand how to apply correct units of measurement in order to create a grid drawing?

## Enduring Understanding/Indicators of Understanding

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### Enduring Understanding/Indicators of Understanding

- Dating back to the Italian Renaissance, painters needed to be able to translate the three-dimensional world around them onto a two-dimensional surface of a painting called a picture plane. The solution to their problem was linear perspective.
- Using perspective in drawing and painting makes art look more realistic.
- The grid method can be used to sharpen artists observational drawing skills while acting as a tool, giving one a more accurate representation of the subject matter.

## Acquisition (Student Learning Objectives)

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## Knowledge

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Knowledge

Students will know...

*Terms:*

- Perspective
- Linear Perspective
- Vanishing Point
- Eye Level
- Horizon Line
- Picture Plane
- Relative Scale
- Overlapping
- Foreshortening

*Figures:*

- DaVinci
  - Raphael
  - Peruginos
  - Estes
  - Van Gogh
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- The grid method emphasizes breaking a large "problem" down into smaller, more manageable pieces, accurate proportions, and seeing an image as lines and shapes rather than as a real-life object.

## **Skills**

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### Skills

Student will be skilled at ...

- Recognizing and using terms related to linear perspective.
- Demonstrating an understanding of the fundamentals of linear perspective.
- Representing foreground, midground, and background in a linear perspective drawing.
- Completing a grid drawing using a range of pencils to create a wide variety of value
- How to use and read a ruler
- Developing math skills in transforming a work of art
- Developing observation skills
- Working on line quality
- Reproducing images using a grid

## **Stage 3: Learning Plan**

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## **Resource and Mentor Texts**

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Resources and Mentor Texts

- <https://www.youtube.com/watch?v=CNFluVws5EA>
- <http://www.npg.org.uk/learning/digital/portraiture/perspective-seeing-where-you-stand/the-drawing-machine.php?searched=Alberti+grid>
- <http://www.webexhibits.org/vangogh/letter/11/223.html>
- <http://www.washington.edu/alumni/columns/june97/close1.html>
- <http://www.studentartguide.com/wp-content/uploads/2015/02/perspective-drawing.pdf>
- <https://www.theartofed.com/>

<http://www.nga.gov/content/ngaweb/education/teachers.html>

[http://www.getty.edu/education/teachers/classroom\\_resources/curricula/index.html](http://www.getty.edu/education/teachers/classroom_resources/curricula/index.html)

<http://www.accessart.org.uk/national-curriculum-planning-art-drawing/>

<http://thevirtualinstructor.com/lessonplans.html>

<http://www.philamuseum.org/>

- <https://www.youtube.com/watch?v=felys-u4nfk>

<http://www.griddrawingtool.com/>

Just Draw It!: The Dynamic Course for Anyone with a Pencil and Paper by Sam Piyasena

<https://www.youtube.com/watch?v=KoOBsmYMGgM>

How to Draw What You See by Rudy De Reyna

Class notes from Dr. Herbert Appelson, Drawing Professor at Rowan University

## **Formative Assessment Strategies**

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### Formative Assessment Strategies

- The instructor will conduct daily observations of student progress, effort, and participation. At the conclusion of the project, a one to one conference will be held with each student about the creative process and their final presentation of their design.
- Students will reflect on the quality of their work through a variety of strategies. Peer to peer and student to teacher critique can be conducted through round robin writing exercises, oral discussion as a class or one to

one.

## **Learning Activities/Unit of Study**

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### Learning Activities/Unit of Study

- Grid of magazine or printed photograph in pencil.
- Grid of chosen photograph in dry medium of choice.
- Linear Perspective packet of drawing exercises
- Pen and Ink Drawing of street/city/urban scene

## **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**

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.