

Unit 03: Creating Digital Artwork

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

Standards Alignment

New Jersey Student Learning Standards

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|-----------------|---|
| VPA.1.3.2.D | Visual Art |
| VPA.1.3.2.D.2 | Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. |
| VPA.1.3.2.D.3 | Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. |
| VPA.1.3.2.D.5 | Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. |
| VPA.1.3.P.D | Visual Art |
| VPA.1.3.P.D.1 | Demonstrate the safe and appropriate use and care of art materials and tools. |
| VPA.1.3.P.D.2 | Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space. |
| VPA.1.3.P.D.3 | Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer), and elements in the visual arts. |
| VPA.1.3.P.D.4 | Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination. |
| VPA.1.3.P.D.5 | Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process. |
| VPA.1.3.P.D.6 | Create more recognizable representations as eye-hand coordination and fine motor skills develop. |
| AAAA.K-12.1 | Inquire, think critically, and gain knowledge. |
| AAAA.K-12.1.1 | Skills |
| AAAA.K-12.1.1.2 | Use prior and background knowledge as context for new learning. |
| AAAA.K-12.1.2 | Dispositions in Action |
| AAAA.K-12.1.2.3 | Demonstrate creativity by using multiple resources and formats. |
| AAAA.K-12.1.4 | Self-Assessment Strategies |
| AAAA.K-12.1.4.4 | Seek appropriate help when it is needed. |
| AAAA.K-12.2.3 | Responsibilities |
| AAAA.K-12.2.3.1 | Connect understanding to the real world. |
| AAAA.K-12.2.4 | Self-Assessment Strategies |
| AAAA.K-12.2.4.3 | Recognize new knowledge and understanding. |

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| AAAA.K-12.4.4 | Self-Assessment Strategies |
| AAAA.K-12.4.4.1 | Identify own areas of interest. |

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.8.1.2 | 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.8.1.2.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations |
| TECH.8.1.2.A.1 | Identify the basic features of a digital device and explain its purpose. |
| TECH.8.1.2.A.2 | Create a document using a word processing application. |
| TECH.8.1.2.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.2.B.1 | Illustrate and communicate original ideas and stories using multiple digital tools and resources. |

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

Capacities of the Literate Individual

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

They demonstrate independence.

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

They use technology and digital media strategically and capably.

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| LA.K-12.NJSLSA.SL | Speaking and Listening 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.K-12.NJSLSA.SL3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 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.K-12.NJSLSA.SL5 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| 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.SL.K.1.A | Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). |
| LA.SL.K.1.B | Continue a conversation through multiple exchanges. |
| LA.SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| LA.SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| LA.SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| LA.SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |

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

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

21st-Century learners are able to select and use digital tools to express their thoughts and ideas effectively.

Meaning

Essential Questions

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- How can technology systems be used as a tool to create, express, and share information (e.g. drawing a picture, illustrating a story)?
- What are advantages and disadvantages to using technology?

Enduring Understanding/Indicators of Understanding

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- 21st-Century learners use computers as a tool to express ideas and individuality through pictures.
- 21st-Century learners transfer current knowledge to learning of new technologies.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- Basic vocabulary and proper use of a drawing application (e.g. paintbrush, paint bucket (fill), color palette, stamps, Undo).

Skills

Skills

Student will be skilled at ...

- Identifying, accessing, and using drawing applications.
- Creating original works, as a means of personal or group expression.
- Demonstrate proper mouse skills, including pointer control, left-click, single-click, and click-and-drag.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- Nick Jr. - Free Draw
- Nick Jr. - Creativity Center

[Nick Jr. Creativity Center](#)

[Nick Jr. Free Draw](#)

[International Dot Day - "Make your mark and see where it takes you."](#)

[The Dot - YouTube \(w/Ads\)](#)

[The Dot - SafeShare.TV \(w/out Ads\)](#)

[Museum of Modern Art](#)

Formative Assessment Strategies

Formative Assessment Strategies

- Hand signals
- Misconception check
- Student conference

- Observation
- Choral response
- Debriefing
- Think-Pair-Share
- Ticket to leave
- Turn to your partner
- Oral questioning

Learning Activities/Unit of Study

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- Mouse review
 - Students review and discuss the correct way to use a computer mouse/touchpad.

- Drawing program introduction
 - Students will be introduced to an age-appropriate drawing program. Topics may include:
 - Applicable icons and/or terms
 - Correct use of the program
 - Project expectations

- Drawing project - Students will coordinate their drawings to include what they are learning in the "Shapes" unit for Art class.
 - Students will complete various tracing and drawing projects, designed to reinforce computer skills and to encourage student creativity. Literature can be used to develop and enrich projects.

- Gallery walk
 - Students are given time to interact, communicate, and collaborate with peers.
 - Students may analyze, evaluate, and synthesize their thoughts for future drafts and/or projects.

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.