

# Unit 02: Creating Digital Artwork

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

## Standards Alignment

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### New Jersey Student Learning Standards

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VPA.1.3.2.D	Visual Art
VPA.1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
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.
AAAA.K-12.1	Inquire, think critically, and gain knowledge.
AAAA.K-12.1.1	Skills
AAAA.K-12.1.1.8	Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
AAAA.K-12.1.4	Self-Assessment Strategies
AAAA.K-12.1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
AAAA.K-12.1.4.4	Seek appropriate help when it is needed.
AAAA.K-12.2.1	Skills
AAAA.K-12.2.1.4	Use technology and other information tools to analyze and organize information.
AAAA.K-12.2.3	Responsibilities
AAAA.K-12.2.3.1	Connect understanding to the real world.
AAAA.K-12.3	Share knowledge and participate ethically and productively as members of our democratic society.
AAAA.K-12.3.1	Skills
AAAA.K-12.3.1.6	Use information and technology ethically and responsibly.

### 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.

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

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.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).

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## **Interdisciplinary Connections: NJSLs 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 use technology and digital media strategically and capably.

LA.K-12.NJLSA.SL	Speaking and Listening
LA.K-12.NJLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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

see Crosswalks

## 21st Century Life and Careers

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### Stage I: Desired Results

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### Transfer/Overview/Rationale

#### Transfer / Overview / Rationale

##### Unit Rationale

The purpose of this unit...

21st-Century learners use digital tools to create art.

Students can use what they learn about drawing with digital tools to practice what they are learning in Art class, the unit titled: "Art Portraits: Modigliani's Women"

### Meaning

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### Essential Questions

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#### Essential Questions

- 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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#### Enduring Understanding/Indicators of Understanding

- 21st-Century learners use drawing software as a tool to express ideas and individuality through pictures.
- 21st-Century learners transfer current knowledge to learning of new technologies.
- 21st-Century learners begin to compare digital technologies to mechanical technologies.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

- Drawing application vocabulary (e.g. paintbrush, paint bucket (fill), color palette, stamps, Undo).
- Basic computer vocabulary (e.g. menu, icon, scroll bar, cursor).
- Mouse vocabulary (e.g. single-, double-right/left clicks).

### **Skills**

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Skills

Student will be skilled at ...

- Accessing/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**

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### **Resource and Mentor Texts**

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Resources and Mentor Texts

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

[Online Drawing Games](#)  
[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**

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

- 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 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.
  - Students can practice drawings similar to the artist Modigliani.
  
- 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**

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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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## 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.