

Pillon K. Art: October

Content Area: **Art**
Course(s):
Time Period: **October**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Students will study and use a variety of textures in creating art.

Enduring Understandings

Principles of design can be applied to individualize a work of art.

Essential Questions

How can I use the elements of art to make my it more interesting?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources
Week 1,2, 3 Identify and use patterns in art	Review patterns around room in form of color, shapes, patterns, numbers, letters Read <u>Elmer</u> -the patterned Elephant Trace elephant template and create a pattern on it using oil pastels	Peers exchange and describe each other's patterns to the class Teacher observation	<u>Elmer</u> (reference starry night for patterns to tie into previous lesson)

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Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
WRK.9.2.2.CAP	Career Awareness and Planning

Technology and Design Integration

Interdisciplinary Connections

CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.

- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
 - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
 - Process – how the student will acquire the content information.
 - Product – how the student will demonstrate understanding of the content.
 - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Offer more complex materials and ways to use them to students demonstrating above average skills.

Offer alternate tools and methods to students struggling with motor skill difficulties.

For Gifted:

Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness. Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a common task or item in a different way. From <http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf>

Modifications & Accommodations

Follow all IEP accommodations as specified.

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessments

DRA, Aimsweb for math and language arts.

Teacher observation and recording of progression of skills

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion.

Frequent one on one consultation during art production process.

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Final piece of art using various elements.

Instructional Materials

See those listed in above lesson plans.

Standards

VPA.1.1.2.D.CS1	The basic elements of art and principles of design govern art creation and composition.
VPA.1.3.2.D.CS1	Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.
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.CS3	Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.
VPA.1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.