

# Pillon updated K. Art: June

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

## Unit Overview

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Students will explore self portraits.

## Enduring Understandings

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Artist portray themselves through self portraits.

## Essential Questions

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How can we draw our own self portrait?

## Instructional Strategies & Learning Activities

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Objectives	Suggested Activities	Evaluations	Resources
Use proportions viewed in mirror to draw a Self portrait	Draw self portrait of face and shoulders without teachers help – encourage use of mirror	Peer critique-before and after observing proportions	Mirrors
Color using analogous and complementary colors	Turn paper over and create a guided drawing of human face comparing proportions of the face		Famous portraits like the Mona Lisa
	Final copy their own		

	drawing and color in choice of medium		
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## **Integration of Career Readiness, Life Literacies and Key Skills**

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TECH.9.4.2.CI

Creativity and Innovation

TECH.9.4.2.CT.3

Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

## **Technology and Design Integration**

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Students will interact with the unit using the Smartboard.

## **Interdisciplinary Connections**

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LA.SL.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

LA.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## **Differentiation**

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- 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:**

Encourage risk taking in creating thier pictures as opportunities to stretch skills during production.

Support students with motor skills needed to manipulate art materials.

Actively assess to identify student interests, learning preferences and the ability to work independently.

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>

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### **Modifications & Accommodations**

Follow all IEP and 504 accommodations as specified.

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

**Modifications and Accommodations used in this unit:**

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### **Benchmark Assessments**

DRA, Aimsweb for math and language arts.

Teacher observation and recording of progression of skills

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### **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:**

Discussions

Frequent conferencing with students throughout the process. Making adjustments to instruction as needed.

### **Summative Assessments**

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**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:**

Peer critique-before and after observing proportions

### **Instructional Materials**

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Art supplies

Mirrors

Famous portraits like the Mona Lisa

## Standards

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VPA.1.1.2	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.2.D.CS1	The basic elements of art and principles of design govern art creation and composition.
VPA.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
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.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.
VPA.1.3.2.D.CS5	Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.
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.1.4.2.B.CS1	Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.
VPA.1.1.2.D.CS2	Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.
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.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.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.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.