

# Pillon updated K. Art: March

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

## Unit Overview

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Students will study depth perception by drawing trees.

## Enduring Understandings

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We can create depth in our pictures by drawing in the forefront, middle and background.

## Essential Questions

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How do we create depth in our drawings?

## Instructional Strategies & Learning Activities

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Objectives	Suggested Activities	Evaluations	Resources
Identify the coming of Spring	Practice the “v” tree	Teacher observation	Images of trees
Draw trees from observation	Create a drawing using at least 3 trees, one in the fore, mid and background in a landscape format		
Create a sense of depth using fore, middle and background	Outline with sharpie and color with pencils		

## **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.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
WRK.9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job. Different types of jobs require different knowledge and skills.

## **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.
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## **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 their 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>

## **Modifications & Accommodations**

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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:**

## **Benchmark Assessments**

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DRA, Aimsweb for math and language arts.

Teacher observation and recording of progression of skills

## **Formative Assessments**

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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:**

Teacher evaluation

### **Instructional Materials**

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Images of trees

### **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.1.1.2.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.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.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.CS3

Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.