Nov.: Art Grade 1 November

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

Unit Overview

Students will practice self-portrait drawing and identify basic shapes and locations of features on a portrait.

Enduring Understandings

Portraits require a beginning artist to be identify the basic shapes of a face and its features, and recreate them to get a reasonable likeness.

Essential Questions

What basic shapes can be identified in a face?

How does an artist recreate those shapes to make a portrait?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources
Practice self-portrait drawing Identify basic shapes and locations of features	Fold a 12x18 piece of paper. On one side with a mirror to look at students should draw themselves as realistically as they can without teacher assistance. Head and shoulders should be included along with ears,	Teacher observation Student self evalution	Smart board lessons Images of self-portraits by famous artists.

	hair and facial features. Date and name. Second drawing on back side is teacher-lead giving detailed instructions and tips for how to draw portraits.		

Integration of Career Readiness, Life Literacies and Key Skills

Students will learn about career paths in painting people's portraits.

WRK.9.1.2.CAP	Career Awareness and Planning
WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology and Design Integration

No technology is used in this unit

Interdisciplinary Connections

MA.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
MA.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

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:

Encourage differentiation based on skills.

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 IEP and differentiate by skill set.

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

Modifications and Accommodations used in this unit:

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:

Observation

Discussion

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher record of the growth in skills using the art materials monthly.

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:

Student self evaluation

Teacher evaluation

Instructional Materials

Smart board lessons

Images of self-portraits by famous artists.

Standards

VA.K-2.1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
VA.K-2.1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
VA.K-2.1.5.2.Cr2	Organizing and developing ideas.

VA.K-2.1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
VA.K-2.1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
VA.K-2.1.5.2.Cr3	Refining and completing products.
VA.K-2.1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
VA.K-2.1.5.2.Pr4	Selecting, analyzing, and interpreting work.
VA.K-2.1.5.2.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.K-2.1.5.2.Re7	Perceiving and analyzing products.
VA.K-2.1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.