

# pillon update Gr. 4 Art: January

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

## Unit Overview

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Students will explore figure drawing.

## Enduring Understandings

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The human form has been represented in the world of art in many different ways. Basic understandings and techniques help us to create figure drawings.

## Essential Questions

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How do we draw the basic human figure?

## Instructional Strategies & Learning Activities

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Objectives	Suggested Activities	Evaluations	Resources
Examine and draw body proportions from human model	Figure drawing on large paper with charcoal	Teacher observation	Famous figures in paintings and drawing
Simplify body into basic shapes	Students take turns as models  - as stick figure with correct proportions		
Add volume with lighting	-as shapes that define the volume  -as a realistic figure with		

	detail		
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## **Integration of Career Readiness, Life Literacies and Key Skills**

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

## **Technology and Design Integration**

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No technology is used in this unit.

## **Interdisciplinary Connections**

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LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.3.A	Choose words and phrases to convey ideas precisely.
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

## **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:**

Students will be encouraged to improve and challenge their art skills as they proceed.

Simpler instructions and tasks will be assigned for struggling students

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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Individual IEP's and 504 accommodations will be utilized.

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

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

## **Benchmark Assessments**

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**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:**

Tested in teams to determine understanding

## **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:**

Teacher observations during the process

Discussion

## **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 observation

## **Instructional Materials**

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Famous figures in paintings and drawing

Art materials as required

## **Standards**

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VPA.1.1.5	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.1.1.5.D.CS1	Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.
VPA.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.1.1.5.D.CS2	The elements of art and principles of design are universal.
VPA.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.1.3.5.D.CS1	The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
VPA.1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
VPA.1.3.5.D.CS4	The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.
VPA.1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
VPA.1.4.5.B.CS1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.CS2	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of

critiques by peers.

VPA.1.4.5.B.4

Define technical proficiency, using the elements of the arts and principles of design.

VPA.1.4.5.B.CS4

Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.