Oct. Gr. 6 Unit 2 ART

Content Area: **Art**
Course(s):
Time Period: **October**
Length: **3-4 Weeks**
Status: **Published**

Unit Overview

Students will acquire new techniques for:

-creative thought and brainstorming for ideas

-details including texture and shading and color theory

Enduring Understandings

Creativity can be learned.

Texture, shading and understanding color theory enhances artwork.

Essential Questions

How can I make my artbwork more effective using texture, shading and color theory?

Instructional Strategies & Learning Activities

Students will invent 27 different creature through drawing only 3

1. Students fold 12x18 horizontal paper into an equal trifold.
2. Students will cut the paper into three equal sections on the two opening flaps of the trifold.

Students will draw an imaginary creature with a head, torso, and bottom/legs of some sort. They must all meet at the same location on the flaps so that with each turn of a flap, is a new creature.

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT	Critical Thinking and Problem-solving
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Technology and Design Integration

Students will interact with the unit using the Smartboard.

Interdisciplinary Connections

LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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:

Student artwork is differentiated through choice and skill levels.

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

IEP accommodations will be applied.

Students needing support or additional instruction will be monitored.

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

Modifications and Accommodations used in this unit:

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 growth when using medium.

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:

Peer swap and comment

Peers choose their favorite combination of invented creatures with each other's art and discuss why.

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:

Grading:

Must show:

Detail in shading and texture

Thoughtful color choices to illicit mood of creature

Craftsmanship with chosen coloring method and neatness

Instructional Materials

Maurice Sendak, *Where the Wild Things Are*

Color wheel

Standards

1.5.8.Cr	Creating
1.5.8.Cr1	Generating and conceptualizing ideas.
1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr2	Organizing and developing ideas.
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.5.8.Cr3	Refining and completing products.
	Reflect, Refine, Continue
1.5.8.Pr	Presenting
	Analyze
1.5.8.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.8.Re7	Perceiving and analyzing products.

1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.