Jan. Gr. 7 Unit 5 ART

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

Unit Overview

Students will use two point perspective drawings techniques.

Enduring Understandings

wo Point “Golden Rule”

Lines only go in three directions:

Vertical, horizontal, to right vanishing point, to left vanishing point

Essential Questions

How does the golden rule help me establish persepective in my artwork?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources
Use two point perspective drawings techniques Two Point “Golden Rule” Lines only go in three directions: Vertical, horizontal, to	Implement “Golden Rule” to create a two point perspective city drawing Lines all go in the correct directions, 10 buildings, 5 signs with writing, 2 sidewalks, 5 doors and windows on at least 8	Peer evaluation Teacher observation Rubric	Previous students’ examples Photos of N.Y.C. Superrealist Art Movement’s renditions of

right vanishing point, to left vanishing point	buildings, texture on at least one building. Creative embellishments welcome, such as *design the new Twin Towers, or city under alien attack.*		cities *Study of Light and Form*, by artist Jack Nixon Powerpoint about two point perspective

Integration of Career Readiness, Life Literacies and Key Skills

Students continue to explore skills used in designing architecture.

9.4.8.CI	Creativity and Innovation
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
	Multiple solutions often exist to solve a problem.
	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

MA.7.RP.A	Analyze proportional relationships and use them to solve real-world and mathematical problems.
MA.7.G.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
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.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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:

Personal choice differentiates the creation of the artwork.

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 and 504 accommodations as required.

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:

Discussion

Teacher observation

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:

Peer evaluation

Teacher observation

Rubric

Instructional Materials

Previous students' examples

Photos of N.Y.C.

Superrealist Art Movement's renditions of cities

Study of Light and Form, by artist Jack Nixon

Powerpoint about two point perspective

Standards

1.5.8.Cr	Creating
1.5.8.Cr1	Generating and conceptualizing ideas.
	Investigate
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
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.
	Reflect, Refine, Continue
1.5.8.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.8.Re9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.