

Pillon update Gr. 7 Unit 4 ART

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

Unit Overview

Students will use Use one point perspective drawing techniques.

Enduring Understandings

Understanding perspective is an essential art skill.

Essential Questions

How do I draw something in perspective?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources
Use one point perspective drawing techniques Use vocabulary to discuss process of drawing: Horizon line Vanishing point Horizontal Vertical	Implement one point perspective drawing of the school hallway from direct observation	Gallery walk Peer critique Rubric	Examples of other students' hallway drawings Observation of D.T.S. hallway outside of artroom

<p>Use perspective tools:</p> <p>T-square and board</p> <p>Use the “golden rule”:</p> <p>Lines only go in 3 directions- vertical, horizontal and to the vanishing point</p>			
---	--	--	--

Integration of Career Readiness, Life Literacies and Key Skills

Students will explore skills used in the profession of an architect.

TECH.9.4.8.CI.4	<p>Explore the role of creativity and innovation in career pathways and industries.</p> <p>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>
TECH.9.4.8.CT.2	<p>Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</p>
TECH.9.4.8.CI	Creativity and Innovation
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.CI.3	<p>Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</p> <p>An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p>

Technology and Design Integration

CS.6-8.8.2.8.ED.3	<p>Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).</p> <p>Engineering design is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes.</p>
CS.6-8.ED	Engineering Design
CS.6-8.8.2.8.ED.2	Identify the steps in the design process that could be used to solve a problem.

Interdisciplinary Connections

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 choices differentiate artwork creation.

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 ACCOMMODATIONS 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:

Gallery walk

Peer critique

Rubric

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:

Gallery walk

Peer critique

Rubric

Instructional Materials

Examples of other students' hallway drawings

Observation of D.T.S. hallway outside of artroom

Standards

VPA.1.1.8	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.1.1.8.D.CS1	Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.1.8.D.CS2	The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.
VPA.1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
VPA.1.3.8.D.CS1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of

creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

VPA.1.3.8.D.CS2

Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.

VPA.1.3.8.D.2

Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

VPA.1.4.8.B.CS1

Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

VPA.1.4.8.B.1

Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

VPA.1.4.8.B.CS2

Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.