Dec. 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

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

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	Creativity and Innovation
TECH.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).
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.CT.2	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).
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
	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

CS.6-8.8.2.8.ED.2	Identify the steps in the design process that could be used to solve a problem.
CS.6-8.8.2.8.ED.3	Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
CS.6-8.ED	Engineering Design
	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.

Interdisciplinary Connections

MA.7.RP.A	Analyze proportional relationships and use them to solve real-world and mathematical problems.

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 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:

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

VA.6-8.1.5.8.Cr	Creating
VA.6-8.1.5.8.Cr1	Generating and conceptualizing ideas.
	Explore
VA.6-8.1.5.8.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.
VA.6-8.1.5.8.Cr2	Organizing and developing ideas.
	Investigate
VA.6-8.1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
VA.6-8.1.5.8.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
VA.6-8.1.5.8.Pr	Presenting

VA.6-8.1.5.8.Pr4	Selecting, analyzing and interpreting work.
VA.6-8.1.5.8.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.6-8.1.5.8.Pr6	Conveying meaning through art.
VA.6-8.1.5.8.Re	Responding
VA.6-8.1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
VA.6-8.1.5.8.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.
VA.6-8.1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.