

Content Area: Visual Arts

Course Title: Intermediate Drawing Grade Level: 6, 7, or 8

Unit Plan 1 Drawing Foundations & Goal Setting	Pacing Guide 5 days
Unit Plan 2 Composition, Perspective, Inspiration Relevance, & Critiques	Pacing Guide 10 days
Unit Plan 3 Shading & Value Scales	Pacing Guide 10 days
Unit Plan 4 Observational Drawing	Pacing Guide 10 days
Unit Plan 5 Portfolio Presentation	Pacing Guide 10 days

Date Created: 1/ /19

Board Approved on: 8/21/19

Unit 1 Overview
Content Area: Visual Arts
Unit Title: Drawing Foundations & Goal Setting
Target Course/Grade Level: Middle School
Unit Summary: Develop and reinforce concepts and methods of drawing and sketching through: demonstrations, group and individual discussions, leading to setting personal drawing goals (1 week)
Primary Interdisciplinary Connections: Language Arts: understanding of new vocabulary Science: processes for personal decision making
21 st Century Themes: Creativity Initiative & Self-direction
Learning Targets
National Arts Content Standards: VA Cr 1.2.7a : Develop criteria to guide making a work of art or design to meet an identified goal. VA Re 9.1.7a : Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

CPI #	Cumulative Progress Indicator (CPI) (National Art Progress Indicators)
Eighth-grade students at the advanced level in visual arts:	Demonstrate greater control of media and tools, often choosing to specialize and practice to develop expertise, enabling greater facility in the communication of ideas; make conscious choices that are appropriate to the problem; and experiment with less obvious characteristics of the medium.
	Weigh ideas against individually determined or group-determined criteria in the creation of works of art and design, reinterpreting and extending group-shared criteria.
	Identify and analyze personal strengths and weaknesses, selecting, justifying, and discussing their own work; within process reviews, identify and compare works of varying quality with insight; and demonstrate high-level ability to discuss the relationship of these works to personal creative and technical development.

CPI #	Cumulative Progress Indicator (CPI)
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.
1.1.8.D.1	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts
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)

21st Century Life and Career Readiness: Note that the NJSLs provide for 21st Century Life and Career Standards (formerly College and Career Readiness Standards and 21st Century Themes) for Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific Standards, see

<https://www.nj.gov/education/aps/cccs/career/>

9.1.8.A.4	<i>Relate earning power to quality of life across cultures.</i>
CRP4.	<i>Communicate clearly and effectively and with reason</i>
9.2.8.B.3	<i>Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career</i>

<p>Unit Essential Questions: How can you draw what you see instead of drawing what you know? How do artists work? How do artists determine what resources and criteria are needed to formulate artistic investigations? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>	<p>Unit Enduring Understandings <i>Students will understand that...</i> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. People evaluate art based on various criteria.</p>
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ★ A variety of drawing and sketching methods: automatic drawing, blind contour, contour, gestural sketches.. ★ Suggested tools: view finder, grid, page layout ★ Recognize types of subjects to draw: portraits, figures, architecture, still-life, landscape, fashion, cartoon/caricature, studies for paintings 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ★ Decide which drawing method they best understand and can utilize ★ Set and define their own personal drawing goal(s) as to which skills to improve and which drawing subject they'd like to concentrate on as their skills improve

Evidence of Learning

Formative Assessments:

- ★ Introductory upside down drawing
- ★ Samples of each drawing method: automatic drawing, blind contour, contour, gestural sketches

Suggested Summative Assessments:

- ★ Quarterly Exams

Alternate Assessments

- ★ Upside down drawing repeated after practicing the above method
- ★ Completed initial drawing of student's choice of method

Benchmark Assessments

- ★ Drawing Assessment

Modifications (ELL's, Special Education, Gifted and Talented)

Special Education

- ★ Listed instructions
- ★ access to video samples

ELL

- ★ peer pairing

504's

- ★ Listed instructions
- ★ access to video samples

Gifted and Talented

- ★ Special research projects

Students in Danger of Failing

- ★ Listed instructions
- ★ access to video samples

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources

- ★ Drawing on the Right Side of the Brain Workbook: Betty Edwards
- ★ LCD projector &/or overhead projector and supplies

Teacher Notes:

Vocabulary:

- ★ automatic drawing, blind contour, contour, gestural sketches
- ★ view finder, grid, page layout
- ★ portraits, figures, architecture, still-life, landscape, fashion, cartoon/caricature, studies for paintings

Unit 2 Overview
Content Area: Visual Arts
Unit Title: Composition, Perspective, Proportion, Inspirational Relevance, & Critiques
Target Course/Grade Level: Middle School 6, 7, & 8
<p>Unit Summary:</p> <p>Incorporation of assorted approaches to composition of an image to draw with a focus on perspective, proportion, and negative space. Class and individual critiques will benefit students allowing them to expand their personal, relevant drawing concepts for artistic expression.</p> <p>(2 weeks)</p>
<p>Primary Interdisciplinary Connections:</p> <p>Language Arts: vocabulary, informational text</p> <p>Math: understanding proportional relationships, lines and linear equations, the golden section</p> <p>Science: processes for personal decision making</p> <p>Social Studies: consider multiple perspectives, values, diversity, and promotion of cultural understanding</p>
<p>21st Century Themes:</p> <p>Critical thinking & problem solving</p> <p>Initiative and self-direction</p>
Learning Targets
<p>Content Standards:</p> <p>VA Cr 1.1.7a : Applying methods to overcome creative blocks.</p> <p>VA Cr 2.3.7a : Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.</p> <p>VA Re 8.1.7a : Interpret art by analyzing art making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.</p>

CPI #	Cumulative Progress Indicator (CPI)
Eighth-grade students at the advanced level in visual arts:	Appropriately and articulately use the visual and verbal vocabulary of form and principles of visual organization to make inferences and construct meaning.
	Devise and employ many methods for judging planning or simulation (thumbnail sketches, models, in planning or simulation (thumbnail sketches, ideas in planning or simulation, using both actual maquettes) before reaching closure on concepts, models, maquettes) before reaching closure on images (thumbnail sketches, models, maquettes) visual organization,

	meaning, or production. concepts, visual organization, meaning, or production. and mental images while decoding meaning before reaching closure on concepts, visual organization, meaning, or production.
	Identify and describe literal and abstract ways in which works of art reflect and influence the way people perceive experiences in their lives and how people’s experiences influence the development of specific works.

CPI # Cumulative Progress Indicator (CPI)

- 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.
- 1.1.8.D.1 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages
- 1.2.8.A.3 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies
- 1.2.8.A.4 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures
- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts
- 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)

21st Century Life and Career Readiness: Note that the NJSLs provide for 21st Century Life and Career Standards (formerly College and Career Readiness Standards and 21st Century Themes) for Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific Standards, see

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9.1.8.A.4	<i>Relate earning power to quality of life across cultures.</i>
CRP4.	<i>Communicate clearly and effectively and with reason</i>
9.2.8.B.3	<i>Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career</i>

Evidence of Learning
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ★ Introductory upside down drawing ★ Samples of each drawing method: automatic drawing, blind contour, contour, gestural sketches <p><u>Suggested Summative Assessments:</u></p> <ul style="list-style-type: none"> ★ Quarterly Exams
<p><u>Alternate Assessments</u></p> <ul style="list-style-type: none"> ★ Upside down drawing repeated after practicing the above method ★ Completed initial drawing of student's choice of method <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ★ Drawing Assessment
<p>Modifications (ELL's, Special Education, Gifted and Talented)</p> <p>Special Education</p> <ul style="list-style-type: none"> ★ Listed instructions ★ access to video samples <p>ELL</p> <ul style="list-style-type: none"> ★ peer pairing <p>504's</p> <ul style="list-style-type: none"> ★ Listed instructions ★ access to video samples <p>Gifted and Talented</p> <ul style="list-style-type: none"> ★ Special research projects <p>Students in Danger of Failing</p> <ul style="list-style-type: none"> ★ Listed instructions ★ access to video samples
<p>Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources</p> <ul style="list-style-type: none"> ★ Drawing on the Right Side of the Brain Workbook: Betty Edwards ★ LCD projector &/or overhead projector and supplies
<p>Teacher Notes:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ★ automatic drawing, blind contour, contour, gestural sketches ★ view finder, grid, page layout

★ portraits, figures, architecture, still-life, landscape, fashion, cartoon/caricature, studies for paintings

<p>Unit Essential Questions:</p> <p>Where do artists get their ideas?</p> <p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How do objects, places, and design shape lives and communities?</p> <p>How do artists and designers create works of art or design that effectively communicate?</p> <p>What is the value of engaging in the process of art criticism?</p> <p>How can the viewer read a work of art as text?</p> <p>How does knowing and using visual art vocabularies help us understand and interpret works of art?</p>	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <p>Creativity and innovative thinking are essential life skills that can be developed.</p> <p>People create and interact with objects, places and design that define, shape, embrace, and empower their lives.</p> <p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p>
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ★ The hierarchy of composition, visual arrangements, proportions ★ Concentration on linear perspective: one point, two point, and three point perspective ★ How to find inspiration that is relevant to their own point of view ★ How to analyze their own and other's art in a constructive manner 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ★ Recognize the parts of composition and how it will lend itself to a student's artistic style ★ Understand the importance of perspective in realistic drawing ★ Personal expression starts with a point of view ★ Constructively analyze art for improvements and innovation

Unit 3 Overview
Content Area: Visual Arts
Unit Title: Shading and Value Scales in Multiple Medias
Target Course/Grade Level: Middle School
<p>Unit Summary:</p> <p>Concentration of the effects of light and shadows on various surfaces, for assorted drawing subjects as well as defining basic geometric shapes and linear perspectives. Using a multitude of media (pencil, charcoal, ink, conte' crayon, oil pastels) will help illustrate the value scales and how it can affect color. Development of artist statements. (2 weeks)</p>
<p>Primary Interdisciplinary Connections:</p> <p>Language Arts: vocabulary Math: understanding proportional relationships, lines, & linear equations</p>
<p>21st Century Themes:</p> <p>Critical thinking & problem solving Creativity</p>
Learning Targets
<p>Content Standards:</p> <p>VA Cr 2.1.7a : Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. VA Cr 3.1.7a : Reflect on and explain important information about personal artwork in an artist statement or another format.</p>

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	Find, select, and integrate information from a wider variety of sources, enabling greater extension and elaboration of ideas and selection of methods and processes from a variety of approaches to solving problems; and facilitate understanding of the relationship of these sources to the generation of ideas, alternatives, and various problem-solving approaches.
	Identify and analyze personal strengths and weaknesses, selecting, justifying, and discussing their own work; within process reviews, identify and compare works of varying quality with insight; and demonstrate high-

	level ability to discuss the relationship of these works to personal creative and technical development.

CPI # Cumulative Progress Indicator (CPI)

- 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.
- 1.1.8.D.1 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages
- 1.2.8.A.5 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies
- 1.2.8.A.6 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures
- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts
- 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)

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9.1.8.A.4	<i>Relate earning power to quality of life across cultures.</i>
CRP4.	<i>Communicate clearly and effectively and with reason</i>
9.2.8.B.3	<i>Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career</i>

<p>Unit Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is affective? How do artists and designers learn from trial and error? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on work help us experience it more completely?</p>	<p>Unit Enduring Understandings <i>Students will understand that...</i> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ★ Knowledge of the effects of light and shadows on various surfaces to define its form and texture ★ Delineate the use of a multitude of media (pencil, charcoal, ink, conte' crayon, oil pastels) 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ★ Develop technical skills for assorted drawing subjects ★ Draw and shade basic geometric shapes and how it is used in linear perspective ★ Illustrate value scales and light and shadows can affect color in a variety of media ★ Development of artist statements.

Evidence of Learning
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ★ Introductory upside down drawing ★ Samples of each drawing method: automatic drawing, blind contour, contour, gestural sketches <p><u>Suggested Summative Assessments:</u></p> <ul style="list-style-type: none"> ★ Quarterly Exams
<p><u>Alternate Assessments</u></p> <ul style="list-style-type: none"> ★ Upside down drawing repeated after practicing the above method ★ Completed initial drawing of student's choice of method <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ★ Drawing Assessment
<p>Modifications (ELL's, Special Education, Gifted and Talented)</p> <p>Special Education</p> <ul style="list-style-type: none"> ★ Listed instructions ★ access to video samples <p>ELL</p> <ul style="list-style-type: none"> ★ peer pairing <p>504's</p> <ul style="list-style-type: none"> ★ Listed instructions ★ access to video samples <p>Gifted and Talented</p> <ul style="list-style-type: none"> ★ Special research projects <p>Students in Danger of Failing</p> <ul style="list-style-type: none"> ★ Listed instructions ★ access to video samples
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<p>Teacher Notes:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ★ automatic drawing, blind contour, contour, gestural sketches ★ view finder, grid, page layout ★ portraits, figures, architecture, still-life, landscape, fashion, cartoon/caricature, studies for paintings

Unit 4 Overview	
Content Area: Visual Art	
Unit Title: Observational Drawing & Inspirational Research	
Target Course/Grade Level: Middle School	
<p>Unit Summary: Studies of visual compositional arrangements in a variety of modern and historical drawing genera and styles. An expansion of a personal style and point of view.</p>	
<p>Primary Interdisciplinary Connections: Language Arts: Research an opportunity to look beyond for answers to their questions grounding their thinking with experts Vocabulary Math: Understanding proportional relationships, lines, and linear equations Science: Observational skills Processes for personal decision making Social Studies: Communicate, collaborate: people, places, & resources Consider multiple perspectives, values diversity and promotion of cultural understanding Civic minded, globally aware, social responsibility</p>	
<p>21st Century Themes: Communication Creativity Innovation Informational Literacy Media Literacy Initiative & Self Direction</p>	
Learning Targets	
<p>Content Standards: VA Pr 4.1.7a : Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced. VA Pr 6.1.7a : Compare and contrast viewing and experiencing collections and exhibitions in different venues. VA Re 7.2.7a : Analyze multiple ways that images influence specific audiences. VA Cn 11.1.7a : Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>	

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in visual arts:	problem; and experiment with less obvious characteristics of the medium.
	Operate within an expanded definition of context in design-related problems that incorporates understanding of the relationship between the process of design and the solutions that result from it, using inventive problem-solving approaches.
	Find, select, and integrate information from a wider variety of sources, enabling greater extension and elaboration of ideas and selection of methods and processes from a variety of approaches to solving problems; and facilitate understanding of the relationship of these sources to the generation of ideas, alternatives, and various problem-solving approaches.
	Appropriately and articulately use the visual and verbal vocabulary of form and principles of visual organization to make inferences and construct meaning.

CPI # Cumulative Progress Indicator (CPI)

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- 1.2.8.A.8 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures
- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts
- 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)

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CRP4.	<i>Communicate clearly and effectively and with reason</i>
9.2.8.B.3	<i>Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career</i>

<p>Unit Essential Questions:</p> <p>How are artworks cared for and by whom?</p> <p>What criteria, methods, and processes are used to select work for presentation or preservation?</p> <p>Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p>What is an art museum?</p> <p>How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?</p> <p>How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?</p> <p>What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p> <p>How does art help us understand the lives of people of different times, places, and cultures?</p> <p>How is art used to impact the views of society?</p> <p>How does art preserve aspects of life?</p>	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects , artifacts, and artworks for presentation and preservation.</p> <p>Objects, artifacts, and artworks collected preserved, or presented by artists, museums, and other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>Visual imagery influences understanding of and responses to the world.</p> <p>People develop ideas and understandings of society , culture, and history through their interactions with and analysis of art.</p>
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ★ Visual compositional arrangements ★ Study a variety of modern and historical drawing genera and styles ★ How to expand personal style and point of view 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ★ Utilize an assortment of compositional methods ★ Interpret modern and or historical drawing genera and styles into their own point of view or personal relevance

Evidence of Learning

Formative Assessments:

- ★ Introductory upside down drawing
- ★ Samples of each drawing method: automatic drawing, blind contour, contour, gestural sketches

Suggested Summative Assessments:

- ★ Quarterly Exams

Alternate Assessments

- ★ Upside down drawing repeated after practicing the above method
- ★ Completed initial drawing of student's choice of method

Benchmark Assessments

- ★ Drawing Assessment

Modifications (ELL's, Special Education, Gifted and Talented)

Special Education

- ★ Listed instructions
- ★ access to video samples

ELL

- ★ peer pairing

504's

- ★ Listed instructions
- ★ access to video samples

Gifted and Talented

- ★ Special research projects

Students in Danger of Failing

- ★ Listed instructions
- ★ access to video samples

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources

- ★ Drawing on the Right Side of the Brain Workbook: Betty Edwards
- ★ LCD projector &/or overhead projector and supplies

Teacher Notes:

Vocabulary:

- ★ automatic drawing, blind contour, contour, gestural sketches
- ★ view finder, grid, page layout
- ★ portraits, figures, architecture, still-life, landscape, fashion, cartoon/caricature, studies for paintings

Unit 5 Overview	
Content Area: Visual Art	
Unit Title: Portfolio Development & Presentation	
Target Course/Grade Level: Middle School	
<p>Unit Summary:</p> <p>Upon the completion of the Intermediate Drawing Course students will have a body of artwork to photograph, upload to an online portfolio and link to the Art Department school web page, draft an artist statement, and have the opportunity to display in school and at the Youth Art Month Exhibit at the Ocean County Library or around the district in various regional offices.</p>	
<p>Primary Interdisciplinary Connections:</p> <p>Language Arts: Vocabulary</p> <p>Science: Processes of personal decision making</p> <p>Social Studies: Communicate, collaborate: people, places, & resources</p> <p>Consider multiple perspectives, values diversity and promotion of cultural understanding</p> <p>Civic minded, globally aware, social responsibility</p>	
<p>21st Century Themes:</p> <p>Communication</p> <p>Collaboration</p> <p>Creativity</p> <p>Information, Communication, & Technology Literacy</p> <p>Flexibility & Adaptability</p> <p>Initiative & Self-direction</p> <p>Productivity & Accountability</p> <p>Leadership & Responsibility</p>	
Learning Targets	
<p>Content Standards:</p> <p>VA Cr 2.2.7a : Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats.</p> <p>VA Pr 5.1.7a : Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> <p>VA Re 7.1.7a : Explain how the method of display, the location, and the experience of an artwork influence how it's perceived and valued.</p> <p>VA Cn 10.1.7a : Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.</p>	

CPI #	Cumulative Progress Indicator (CPI)
Eighth-grade students at the	Recognize competing priorities in the definition of the problem; predict outcomes of solutions that reflect alternative needs of users/audience; and

advanced level in visual arts:	recognize and apply principles guiding the organization of form, content, or function.
	Demonstrate greater control of media and tools, often choosing to specialize and practice to develop expertise, enabling greater facility in the communication of ideas; make conscious choices that are appropriate to the problem; and experiment with less obvious characteristics of the medium.
	Identify and analyze personal strengths and weaknesses, selecting, justifying, and discussing their own work; within process reviews, identify and compare works of varying quality with insight; and demonstrate high-level ability to discuss the relationship of these works to personal creative and technical development.
	Judge and defend the various dimensions of context in which art and design are created and interpreted.

CPI # Cumulative Progress Indicator (CPI)

- 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.
- 1.1.8.D.1 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages
- 1.2.8.A.9 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies
- 1.2.8.A.10 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures
- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts
- 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)

21st Century Life and Career Readiness: Note that the NJSLs provide for 21st Century Life and Career Standards (formerly College and Career Readiness Standards and 21st Century Themes) for Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific Standards, see

9.1.8.A.4	<i>Relate earning power to quality of life across cultures.</i>
CRP4.	<i>Communicate clearly and effectively and with reason</i>
9.2.8.B.3	<i>Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career</i>

<p>Unit Essential Questions:</p> <p>How do artists and designers care for and maintain , materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? How does engaging in creating art enrich people’s lives? How does art-making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives of their communities through art-making?</p>	<p>Unit Enduring Understandings <i>Students will understand that...</i> Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Artists and curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Through art-making people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ★ Have a body of artwork to photograph ★ How to upload an online portfolio ★ Draft an artist statement ★ How to display art in the community 	<p>Unit Objectives <i>Students will be able to...</i> Upon the completion of the Intermediate Drawing Course students will have a body of artwork to photograph, upload to an online portfolio and link to the Art Department school web page, draft an artist statement, and have the opportunity to display in school and at the</p>

	Youth Art Month Exhibit at the Ocean County Library or around the district in various regional offices.
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Evidence of Learning

Formative Assessments:

- ★ Introductory upside down drawing
- ★ Samples of each drawing method: automatic drawing, blind contour, contour, gestural sketches

Suggested Summative Assessments:

- ★ Quarterly Exams

Alternate Assessments

- ★ Upside down drawing repeated after practicing the above method
- ★ Completed initial drawing of student's choice of method

Benchmark Assessments

- ★ Drawing Assessment

Modifications (ELL's, Special Education, Gifted and Talented)

Special Education

- ★ Listed instructions
- ★ access to video samples

ELL

- ★ peer pairing

504's

- ★ Listed instructions
- ★ access to video samples

Gifted and Talented

- ★ Special research projects

Students in Danger of Failing

- ★ Listed instructions
- ★ access to video samples

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources

- ★ Drawing on the Right Side of the Brain Workbook: Betty Edwards
- ★ LCD projector &/or overhead projector and supplies

Teacher Notes:

Vocabulary:

- ★ automatic drawing, blind contour, contour, gestural sketches
- ★ view finder, grid, page layout
- ★ portraits, figures, architecture, still-life, landscape, fashion, cartoon/caricature, studies for paintings

