ART I Unit 1: Introduction to Art I and the Elements of Art

Content Area: **Fine Arts**
Course(s):   **Art I**
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Learning Plan / Pacing Guide

UNIT: THE ELEMENTS OF ART

OVERVIEW: Elements of Art are the visual "tools" that artists use to create an art work. Artists manipulate these elements, mix them in with principles of design and compose a piece of art. Not every work has every last one of these elements contained within it, but there are always at least two present. Students will spend time on each element of art to help build a strong understanding of how and why they piece together. The elements will then become our "tool kit" to help us create artwork all semester.

The Elements of Art: Line, Shape, Value, Form, Color, Space and Texture
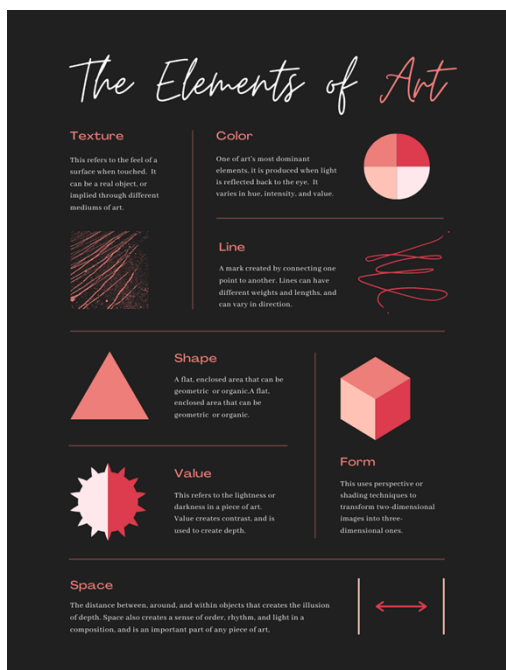
Day 1

❏ Introduction to Art I: Google Classroom, Syllabus, Rules and Procedures, Cell Phone Policy

❏ What is Art? How is art made? Youtube: Elements of Art

❏ Get to know the students (Google Form- Interest, Nicknames, School Involvement)

Day 2-4

❏ Art I PRE-ASSESSMENT: Portrait (2 Days, Allow to take home if needed. Taking their pre-assessment home allows me to gage talent and self motivation. In the

post assessment, these students will have to push themselves beyond their original. (Example: Different medium, composition, creation of context within the portrait)

❑ How to photograph your artwork and create a portfolio.

Day 5-11

❑ The Elements of Art: Line, Shape, Pattern, Value, Form, Color and Texture

   1. Understand each element and how it relates to a finished work of art.

   2. Identify the elements of art present in famous works of art throughout history.

Day 12-16, Final Unit Project (Summative Assessment:)

❑ Assemble a work of original art that organizes the elements of art into a visual understanding.

   Project Suggestion: Elements of Art and Principles of Design Accordion Book

❑ Elements of Art, **TEST**

-

Visual and Performing Arts Standards

Creating

VA.9-12.1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Presenting

VA.9-12.1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.

Responding

VA.9-12.1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
VA.9-12.1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA.9-12.1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Connecting

Concepts

Essential Questions

- How can I demonstarte the elements of art and principles in my own work of art?
- What factors contribute to something being considered a piece of art?
- What makes a work of art categorize as a state of high technical proficiency?
- Where does art exist around me?

Understandings

- Art is a part of everyday life
- Manipulating the elements of art and principles of design will result in original works of art

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to:

❑ Appreciate art that exists around us in the form of visual art, theater, dance, music, natural and unexpected objects.

❑ Recognize that all works of art are oganized following the elements of art and principles of design.

Critical Knowledge and Skills

Knowledge

Students will know:

- What art is and how it reflects cross cultural themes throughout history
- Where the elements of art and principles of design exist in works of art and how they aid in the success of the overall design and composition

Skills

Students will be able to:

- Formulate an opinion on a specific work of art and conclude why or why note it qualifies as art (Discussion or Written Assignment)
- Observes works of art and determine if it qualifies as art

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

❑ "What is Art?" Challenge:

Criticize/Analyze images of art throughtout times and disciplines (e.g., painting, graphic design, sculpture, fashion, architecture)

Formulate an opinion (debate) whether or not the image qualifies as art.

❑ Identification of Elements and Principles used in famous works of art throughout history.

School Summative Assessment Plan

❑ "Elements of Art and Principles of Design" original work of art:

Use the elements of art and principles of design to assemble a visual illustration (understanding.)

Primary Resources

"What is Art?" Presentation

SlideShare: https://www.slideshare.net/ksumatarted/what-is-art-24989857

Textbook: *Exporing Visual Design, The Elements and Principles*

Introduction, Pages 2-9

Supplementary Resources

Technology Integration and Differentiated Instruction

Technology Integration

● **Google Products**

- o Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- o GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● **One to One Student's Chromebook**

- o All students within the West Deptford School District are given a computer, allowing for 21st

century learning to occur within every lesson/topic.

● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏　Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏　Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏　All assignments have been created in the student's native language.

❏　Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏　Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏　Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏　All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History

ART I Unit 2: Line and Shape

Content Area: **Fine Arts**
Course(s): **Art I**
Time Period: **Generic Time Period**
Length: **1 Semester**
Status: **Published**

Learning Plan / Pacing Guide

Section 1: Line and Shape in Art History

How to view and critique works of art throughout history.

Section 2: Line

❑ Activity: Drawing with Line

1. Contour Line: "Drawing with Line" Virtual Instructor Resource
2. Blind Contour Line: "Drawing with Line" Virtual Instructor Resource
3. Contour and Blind Contour Practice: Water based marker line drawing with water brush for added interest.

https://www.kitchentableclassroom.com/contour-drawing-kids/

Section 3: Shape Geometric vs. Organic

❑ Activity: Drawing Construction with Basic Shapes: Learn how to break objects down into basic shapes and combine them together to draw anything in the world.

1. https://www.youtube.com/watch?v=qQ9LRsU8Mfs
2. Activity: "Bottle, Shoe and Bird Basic Shape Contstruction"

❑ Activity: Geometric and Organic Shapes

"What will our future look like, dystopian or utopian?"

1. Without an introduction to the project, the students will split a paper in half however they would like (Straight, diagonal)
2. On the right, they will be instructed to draw ten organic shapes.
3. On the left, they will be instructed to draw ten geometric shapes.

4. Next, the project will be introduced. Create two worlds with extreme juxtaposition. Which side will be a world of Utopia and which side will be a world of Dystopia?
5. The students will look at examples of Sci-Fi/Fantasy Art and begin the creative process of organizing, creating and finalizing an original work of art.

Resource: [Characteristics of a dystopian vs. utopian world](#)

Summative Assessment: Line, Shape and Art History Test

Visual and Performing Arts Standards

Creating

VA.9-12.1.5.12prof.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
VA.9-12.1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
VA.9-12.1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.

Presenting

VA.9-12.1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.

Responding

VA.9-12.1.5.12prof.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
VA.9-12.1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA.9-12.1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.

Connecting

VA.9-12.1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
VA.9-12.1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
VA.9-12.1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to:

- Draw from observation using only lines **(Contour/Blind Contour)** to build shapes **(Geometric vs. Organic)** that translate into objects.

- Utilize the new skill to create an Abstract Expressionist inspired work of art.

Concepts

Essential Questions

- Where does line exist in the world around me?

- Which famous artist used predominantly line in their artwork?

- What is the importance of line and shape when considering my final work of art?

- When does line become a shape? Does a line always become a shape in art?

- Why is it important to know the basic construction of a drawing?

- How were line and shape used throughout art history?

- What modern day logos, art, cars, architecture, ext. use a strong sense of line? Shape?

Understandings

- The two most basic elements of art, line and shape, are the most crucial building blocks in every drawing.

- Line and shape set up the structure of every object we draw.

- Variety in line and shape add visual interest to drawings.

Critical Knowledge and Skills

Knowledge

Students will know:

- Line is one of the most basic art elements.
- Structural lines form the framework of a design.
- Line qualities contribute to an artwork's mood and feeling.
- Different types of lines can suggest personality.
- Sometimes, artists do not actually draw lines, but imply them.

- Artist can combine types of lines to create texture and pattern.

Skills

Students will be able to:

Art Criticism

- Identify contour, structural, gesture, sketch, and implied lines as well as geometic and organic shapes in natural and fabricated environments and in artworks.

Art Production

- Create drawings using various types of line and shape.
- Define the element of art, line.
- Understand what contour lines are and how they are used in drawing.
- Use line quality to enhance their drawing.
- Define the element of art, shape.
- Defferentiate between geometric and organic shapes.
- Use geometric and organic shapes to enhance a drawing.

Art History/Cultures

- Compare, contrast and appreciate commonalitites in various types of line and shapes found in historical works of art.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Line: Drawing Activities

❏ Contour Line: In class drawing practice

❏ Blind Contour: In class drawing practice

❏ Contour Flower Marker Drawing: Unit Drawing Project

Shape: Drawing Activities

❏ Geometric and Organic Shape Find

❏ Basic Drawing Construction with Shapes: Bottle, Shoe and Bird

❏ History/Game of Jacks (Hand/Eye coordination to aid in observational drawing)

❏ Larger than life drawing of a Jack using basic shapes

Art History Connection

❏ Critiques and discussion (Participation)

School Summative Assessment Plan

Final Unit Project: *Contour Line Drawing Collage*

1. Pick a subject matter using one of the listed topics: (ie. Literary, Moby Dick or Theatrical, Portrait of Hamilton)

- Literary
- Musical
- Theatrical
- Dance

2. Create a line drawing in each of the following styles:

- Blind Contour
- Partial Contour
- Full Contour

- Wire Contour

3. Make THREE copies of each drawing (not the wire contour) in different sizes utilizing the xerox machine (Scale and Variety)

4. Assesmble, using variety and pattern, to include each requirement. (Blind, Partial, Full and Wire Contour)

Question: How will you incorporate your wire contour sculpture into a two-dimensional work of art?

Checklist/Rubric:

❏ Artwork has a clear **theme**, connected to literature, music, theater, or dance.

❏ Student created a line drawing in each specified style: (Blind, Partial, Full and Wire Contour)

❏ Student showed variety in their line drawings by creating **three** Xerox copies and adjusted scale of each drawing.

❏ The final artwork demonstrates strenght in basic line drawings, variety and compostion.

❏ Artist demonstrates higher level thinking in the integration of a wire contour sculpture.

Primary Resources

The Virtual Instructor:

https://thevirtualinstructor.com/

- Line
- Shape

Student Art Guide:

https://www.studentartguide.com/articles/line-drawings

Thoughtco Art History Guide:

https://www.thoughtco.com/what-is-abstract-art-183186

- Kandinsky
- Ultima Thule
- Pablo Picasso Line Drawings
- David Hockney
- Roz McQuillian "Sensitive Line Drawings" (Cats)
- Wang Tzu Ting
- Nicholas Weltyk
- Victoria Haven

Supplementary Resources

Website for the flower line drawing activity:

https://www.kitchentableclassroom.com/contour-drawing-kids/

Scholastic Art:

Op Art, Bridget Riley

Goya, Working with Line, Jeaninne Knott "Living Lines"

Paul Klee, Working with Line, Paul Klee

Folk Art, Working with Shapes, Cynthia Bergeron "Swirling Shapes"

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

  - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
  - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's Chromebook**

  - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

onal and or social needs.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Geometry: Geometric shapes into forms.

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History, Consideration of our community and society and where our future is headed.

ART I Unit 3: Form and Value

Content Area: **Fine Arts**
Course(s): **Art I**
Time Period: **Generic Time Period**
Length: **1 Semester**
Status: **Published**

Learning Plan / Pacing Guide

Section 1: Form and Value

❏ What is **value**? How does it create **form**?

❏ Practice Activities: *Turning shapes into Forms*

1. *Practice #1*
2. Practice #2

Section 2: Examining the Edge, Using Value and Contrast to Create Realistic Drawings

❏ Shaded Sphere

❏ Shaded Marble

❏ Floating Globe/Sphere (Playing with Illusion)

❏ Shaded Raindrops

Section 3: Final Unit Project (Summative Assessment:)

Suggested Projects

1. **Shattered Value Drawing**
2. **Twisted Cupcake, Realistic Drawing**
3. **Pixelated Value Portrait**
4. **The "No Outline Sphere"**

Unit goals that the listed projects would meet:

❏ Student **created a strong contour line drawing** (building upon Unit 2)

❏ Student **applied the entire value scale**, helping to aid in a dynamic, fully rendered drawing.

❏ Student **created smooth gradations** in value changes (Literal, or consecutive pixels)

❏ Student **used contrast in value** to create edges in their drawing.

❏ Student **differentiated between light and shadow** to create a successful illusion of form.

-

Visual and Performing Arts Standards

Creating

VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
VA.9-12.1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
VA.9-12.1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.

Presenting

VA.9-12.1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12prof.Pr6	Conveying meaning through art.
VA.9-12.1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.

Responding

VA.9-12.1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.

Connecting

VA.9-12.1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to:

1. Understand that form is a three dimensional shapes affected by light and shadow.
2. Value and contrast and drawing gives the viewer the illusion of three-dimensional forms.

Concepts

Essential Questions

- How does light affect the world around me?
- Why is value essential in drawing?
- How are tints and shades different?
- How are tints and shades used to create the illusion of form and light source(s)?
- Why is value important to drawing?

Understandings

Students will understand that:

1. Three dimensional objects that exist around us are constantly being affected by light and shadow.
2. It is the artist's job to translate the three dimensional object onto a two dimensional surface.
3. Capturing accurate light and shadow will make for realistic drawings.
4. Contrast using value is important in a fully rendered drawing.

Critical Knowledge and Skills

Knowledge

Students will know:

- The differences between shape and form.
- That forms have more than one surface or plane.
- Basic shadow structure on an object and will learn how to apply this structure to objects in a drawing.

- Concepts of value in terms of art and how it is used to aid in successful renderings.

Skills

Students will be able to:

Art Criticism

- Identify form and value in famous works of art and everyday objects, and determine the degree of aesthetic.

Art Production

- Turn shapes into forms
- Understand how light effects an object
- Label and define a sphere's light and shadow areas
- Translate an object from reality to a two dimensional surface as an illusion of form.
- Create a graphite value scale
- Create a value finder
- Transition from one value to the next using a smooth gradiation
- Create contrast using different values
- Shade a sphere, marble and floating globe.
- Create a fully rendered drawing using all values and contrast to define edges.

Art History/Cultures

- Compare, contrast and appreciate commonalitites in various types artwork showcasing value, form and contrast found in historical works of art.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Form: Drawing Activities

❏ Geometric and organic forms activity

❏ Egg Drawing with light and shadow

Value: Drawing Activities

❏ Value Scale

❏ Value Finder

❏ Contrast: Mini-Shattered Value Drawing

❏ Shaded Sphere

❏ Shaded Marble

❏ Floating Sphere (illusion)

Art History Connection

❏ Critiques and discussion (Participation)

School Summative Assessment Plan

Final Unit Project:

Suggested Projects (projects may vary as long as they meet the unit goals:)

1. **Shattered Value Drawing**
2. **Twisted Cupcake, Realistic Drawing**
3. **Pixelated Value Portrait**
4. **Posterized Marker Portrait (Iconic Figure)**

Checklist/Rubric Requirements

❑ Student **created a strong contour line drawing** (building upon Unit 2)

❑ Student **applied the entire value scale**, helping to aid in a dynamic, fully rendered drawing.

❑ Student **created smooth gradations** in value changes (Literal, or consecutive pixels)

❑ Student **used contrast in value** to create edges in their drawing.

❑ Student **differentiated between light and shadow** to create a successful illusion of form.

Primary Resources

The Virtual Instructor:

https://thevirtualinstructor.com/

- Form
- Value

Student Art Guide:

https://www.studentartguide.com

Thoughtco:

https://www.thoughtco.com/definition-of-form-in-art-182437

Supplementary Resources

YouTube: Proko, *Light and Shadow Basics*

https://www.youtube.com/watch?v=V3WmrWUEIJo

Technology Integration and Differentiated Instruction

Technology Integration

● **Google Products**

- o Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- o GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● **One to One Student's Chromebook**

- o All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Geometry (Different planes of each form)

SCIENCE - How light (Natural or artificial) creates form.

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History

ART I Unit 4: Facial Anatomy, Proportions and Grid Drawing

Content Area: **Fine Arts**
Course(s):   **Art I**
Time Period: **Generic Time Period**
Length: **1 Semester**
Status: **Published**

Learning Plan / Pacing Guide

Section 1:

Activities	Reference
Pre-Assessment & Intro to Anatomy, Proportions and Grid Drawing	Drawing Abraham Lincoln with a grid
Facial Anatomy: The Skull - Frontal View	https://thevirtualinstructor.com/members/portrait-drawing-the-smart-way-the-skull-frontal-view/
The Skull - Profile	https://thevirtualinstructor.com/members/portrait-drawing-the-smart-way-the-skull-profile-view/
Basic Facial Proportions	https://thevirtualinstructor.com/members/portrait-drawing-the-smart-way-basic-facial-proportions/
The planes of the face	https://thevirtualinstructor.com/members/portrait-drawing-the-smart-way-the-planes-of-the-face/
The Eye	https://thevirtualinstructor.com/members/portrait-drawing-the-smart-way-the-eye-frontal-view/
The Nose	https://thevirtualinstructor.com/members/portrait-drawing-the-smart-way-the-nose-frontal-view/
Mouth and Teeth	https://thevirtualinstructor.com/members/portrait-drawing-the-smart-way-the-mouth-and-teeth/
Ear	https://thevirtualinstructor.com/members/portrait-drawing-the-smart-way-the-ear/
Hair	https://thevirtualinstructor.com/members/portrait-drawing-the-smart-way-hair/
How to Use a Grid	Abraham Lincoln with a Grid

Section 2: Final Unit Project (Summative Assessment:)

Portraits that Tell a Story

How to set up a grid

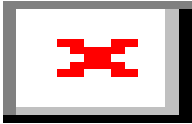|	
Grid Drawing	• Keeping the correct scale • Using a ruler as a guide instead of measuring
How to use a grid FINAL PROJECT	Post Assessment, Abraham Lincoln Drawing WITH A GRID
Find an image with one of the following themes:	Diverse Cultural Perspectives or a portrait that is communicated through metaphor symbolism or allegory **The portrait must show MOST of the human features. (ie. a portrait where a girl covering her mouth is acceptable, but not covering her whole face.)
Grid Set Up	Student led, through previous instruction
Adding Value	https://thevirtualinstructor.com/members/portrait-drawing-the-smart-way-grid-drawing-part-1/
Finishing the Portrait	https://thevirtualinstructor.com/members/portrait-drawing-the-smart-way-grid-drawing-part-2/

PROJECT THEMES: Metaphor, symbolism, or allegory.

Metaphor Example: Portrait of boy with obsessive thoughts. He is stuck in his own head.

Symbolism Example: As a culture, we are being silenced by _____.

Allegory Example: Nigerian artist Laolu Senbanjo, painted Beyoncé and her dancers with his Sacred Art Of The Ori, for her album, *Lemonade.*

Allegory Definition: A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.

Allegory Art Definition: In art, Allegory is when the subject of the artwork, or the various elements that form the composition, is used to symbolize a deeper moral or spiritual meaning such as life, death, love, virtue, justice etc.

Visual and Performing Arts Standards

Creating

VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
VA.9-12.1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
VA.9-12.1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
VA.9-12.1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

Presenting

VA.9-12.1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
VA.9-12.1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
VA.9-12.1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.

Responding

VA.9-12.1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
VA.9-12.1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
VA.9-12.1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA.9-12.1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.

Connecting

VA.9-12.1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
VA.9-12.1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to:

- Successfully create any drawing, with accurate scale and proportion with a grid.

- Feel accomplished as an artist and continue to build a versatile portfolio.

- Further their understanding of human anatomy, utlizing technology to continue learning about figure drawing.

Concepts

Essential Questions

- What is proportion and why is it important for portraiture?

- How can a grid be used to draw accurately?

- How does value play a role in the success or failure of my portrait?

Understandings

- The two most basic elements of art, line and shape, are the most crucial building blocks in every drawing.

- Line and shape set up the structure of every object we draw.

- Variety in line and shape add visual interest to drawings.

Critical Knowledge and Skills

Knowledge

Students will know:

- The skeletal and muscular makeup of the face.
- How the skull and muscles create different shadows and highlights on the face.
- The correct facial proportions

- Every facial feature and how it relates to others.
- How to ulitize a grid in drawing to keep correct scale and proportions.
- How to use measurements and a ruler to easily set up their grid on the orignal image and the drawing paper.
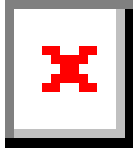
Skills

Students will be able to:

- Examine and practice correct facial proportions of human anatomy, including features, bones and muscles of the face.
- Manipulate graphite to create a three dimensional facial anatomy considering light, shadow and the structure of the face.
- Accurately set up a grid, keeping the same scale from the drawing reference, to the final drawing.
- Draw a realistic portrait using a grid, shading techniques and correct facial proportions following one of the following themes:
    - Diverse Cultural Perspectives or a portrait that is communicated through metaphor, symbolism or allegory
    - **The portrait must show MOST of the human features. (ie. a portrait where a girl is covering her mouth is acceptable, but not covering her whole face.)

 Metaphor Example: Portrait of boy with obsessive thoughts. He is stuck in his own head.
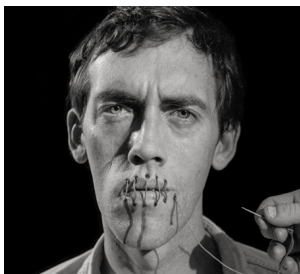
 Symbolism Example: As a culture, we are being silenced by _____.

Allegory Example: Nigerian artist Laolu Senbanjo, painted Beyoncé and her dancers with his Sacred Art Of The Ori, for her album, *Lemonade*.

Allegory Definition: A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.

Allegory Art Definition: In art, Allegory is when the subject of the artwork, or the various elements that form the composition, is used to symbolize a deeper moral or spiritual meaning such as life, death, love, virtue, justice etc.

Cultural Portrait Example: Indonesian Woman

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

1. **Pre-Assessment:**

❏ Abraham Lincoln drawing without a grid

2. Drawing of a skull

3. Drawing of facial Muscles

4. Shading the planes on the face

5. Facial Features (in sketchbook:)

❏ Eyes
❏ Nose

❏ Mouth and Teeth
❏ Ears
❏ Hair

6. Art History Connection

❏ Critiques and discussion (Participation)

School Summative Assessment Plan

1. Post Assessment:

❏ Abraham Lincoln Grid Drawing

2. Final Unit Project: *Portraits with a Message*

Checklist/Rubric:

❏ Portrait chosen has a clear theme, following one of the provided criteria

❏ Grid was was set up accurately in both the original and final artwork

❏ Grid was used successfully, keeping the proportions of the portrait correct

❏ Final Portrait demonstrates the full value scale

❏ Artist used contrast with value to show light and shadow

❏ Impied texture is created.

Primary Resources

The Virtual Instructor:

https://thevirtualinstructor.com/

- Facial Anatomy and Proportion
- Drawing with a Grid

Supplementary Resources

Article:

Laolu Senbanjo's African body paint features in Beyoncé's epic Lemonade

https://www.barnebys.com/blog/laolu-senbanjos-african-body-paint-creations-for-beyonces-epic-lemonade

TED Talk: Laolu Senbanjo

https://www.ted.com/talks/laolu_senbanjo_the_sacred_art_of_the_ori?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

Scholastic Art:

Chuck Close, Working with Portraits

Technology Integration and Differentiated Instruction

Technology Integration

● **Google Products**

  ○ Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
  ○ GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● **One to One Student's Chromebook**

o All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

❏   Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

❏   All assignments have been created in the student's native language.

❏   Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

❏   Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

❏   Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

❏   All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

ELA -

MATH - Basic measuring, ruler use

SCIENCE -

SOCIAL STUDIES - History of different cultures

WORLD LANGUAGES - History of different cultures

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History