

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Design Foundations I

September 2019

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

# Design Foundations I

## Grades 9-12

This is a one semester course. There is no prerequisite. Design Foundations 1 is strongly recommended as the first visual art course taken at the high school level. The elements of design are emphasized. A variety of drawing and painting materials and techniques are used, which may include; pencil, charcoal, pastels, collage, printmaking, pen and ink, scratchboard, and watercolor paint, as well as acrylic paint. Students will complete a major project every five-ten days and are expected to complete two homework assignments per week. Projects include portraits, landscapes, still life drawings, and abstract collages. The style of artists from various periods in history will be studied.

## Pacing Guide

**Unit # 1 Collage**

**Pacing: 2 weeks, 5 block classes**

**Unit # 2 Watercolor**

**Pacing: 3 weeks, 8 block classes**

**Unit # 3 Design**

**Pacing: 3 weeks, 7 block classes**

**Unit # 4 Pastel/charcoal**

**Pacing: 2 weeks, 5 block classes**

**Unit # 5 Perspective**

**Pacing: 2 1/2 weeks, 6 block classes**

**Unit # 6 Acrylic Painting**

**Pacing: 4 weeks, 10 block classes**

**Unit # 7 Portrait**

**Pacing: 1 1/2 weeks, 3 block classes**

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p><b>CT Visual Arts Standards:</b>  <u>Anchor Standard 1:</u> Generate and conceptualize artistic ideas and work.                      HS Proficient level:                      Use multiple approaches to begin creative endeavors.</p> <p><u>Anchor Standard 3:</u> Refine and complete artistic work.                      HS Proficient level:                      Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p><u>Anchor Standard 7:</u> Perceive and analyze artistic work                      HS Proficient level:                      Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p><u>Anchor Standard 9:</u> Apply criteria to evaluate artistic work.                      HS Proficient level:</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Be able to recognize and use the Elements of Design for self expression.</li> <li>● Appreciate the artwork of others in a historical context.</li> <li>● Recognize the characteristics of high quality craftsmanship.</li> </ul>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> <li>● Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>● 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.</li> <li>● People evaluate art based on various criteria.</li> </ul>	<p>ESSENTIAL QUESTIONS  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> <li>● 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 a work help us experience it more completely?</li> <li>● 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</li> </ul>

Establish relevant criteria in order to evaluate a work of art or collection of works.		art? <ul style="list-style-type: none"> <li>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?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>Characteristics of Romare Bearden's work</li> <li>The 7 Elements of Design</li> <li>Basic elements of strong composition</li> <li>Definition of fragmentation, scale changes, variety and unity</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>Using rubber cement</li> <li>Using scissors and utility knives</li> <li>The collage process</li> </ul>

<b>Stage 2 – Evidence</b>		
Code	Evaluative Criteria	Assessment Evidence
TMA	<ul style="list-style-type: none"> <li>A well crafted collage that emulates the style of Romare Bearden, a historical collage artist.</li> <li>Self evaluation of strengths and weaknesses (as defined by the project rubric).</li> </ul>	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>  <b>GRASPS</b> <b>Goal/challenge</b> - Students will learn art skills, art vocabulary and characteristics about the artist Romare Bearden. <b>Role for student</b> - You are an artist. <b>Audience for student work</b> - Peers, Faculty, parents <b>Situation</b> - Demonstrate technical skill with rubber cement, scissors and utility knives. <b>Products and performances generated by student</b> - An original collage in the style of Romare Bearden. <b>Standards/criteria for judging success</b> - Creating a well crafted collage that emulates the style of Romare Bearden.

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Classroom discussion while viewing visual examples</li> <li>● Individual conferencing with the teacher</li> </ul>
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**Stage 3 – Learning Plan**

<p><b>Code</b> TMA</p>	<p><i>Pre-Assessment</i></p> <p>Class discussion on Composition and the Elements of Design to find out students' prior knowledge.</p>	
<p>TMA</p>	<p>Summary of <b>Key Learning Events</b> and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ol style="list-style-type: none"> <li>1. Introduce the artist Romare Bearden and his collages</li> <li>2. Use visual examples to present characteristics of his work. Students will take notes.</li> <li>3. Display student examples.</li> <li>4. Introduction and demonstration on composition in artwork. Students take notes.</li> <li>5. Students look through magazines from a variety of cultures and interests and rip out pages that have various sizes of human forms.</li> <li>6. Demonstration on safety procedures and proper uses of scissors and utility knives to precisely cut out small and intricate images.</li> <li>7. Students cut out and collect image pieces to create their compositions.</li> <li>8. Demonstration on safety procedures and proper uses</li> </ol>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Teacher walks around the room to conference with students and view artwork.</li> <li>● Teacher visually evaluates homework sketches and practice pages.</li> <li>● Classwork grades will be given based on a daily work rubric including active engagement, on task behavior and successful completion of daily learning objective</li> </ul>



	<p>of rubber cement while working back to front on the design.</p> <p>9. Students apply their knowledge of rubber cement and composition while working back to front.</p> <p>10. Students evaluate the strengths and weaknesses of their work against the project rubric.</p>	
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Unit # 2 Watercolor

Pacing: 3 weeks, 8 block classes

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p><b>CT Visual Arts Standards:</b>  <u>Anchor Standard 1:</u> Generate and conceptualize artistic ideas and work.            HS Proficient level:            Use multiple approaches to begin creative endeavors.</p> <p><u>Anchor Standard 2</u>            Organize and develop artistic ideas and work.            HS Proficient level: Engage in making a work of art or design without having a preconceived plan.</p> <p><u>Anchor Standard 7:</u> Perceive and analyze artistic work            HS Proficient level:</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Be able to recognize and use the Elements of Design for self expression.</li> <li>● Appreciate the artwork of others in a historical context.</li> <li>● Recognize the characteristics of high quality craftsmanship.</li> </ul>	
	<i>Meaning</i>	
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> <li>● Artists and designers experiment with forms, structures, materials, concepts,</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative</li> </ul>	

<p>Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p><u>Anchor Standard 9:</u> Apply criteria to evaluate artistic work. HS Proficient level: Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><u>Anchor Standard 10:</u> Synthesize and relate knowledge and personal experiences to make art. HS Proficient level: Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<p>media, and art-making approaches</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● People evaluate art based on various criteria.</li> <li>● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> </ul>	<p>process?</p> <ul style="list-style-type: none"> <li>● How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>● 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?</li> <li>● 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?</li> <li>● How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Basic characteristics of Edward Lear's work</li> <li>● The definition of a thumbnail sketch.</li> <li>● The definition of a gesture sketch.</li> <li>● The definition of contour lines</li> <li>● The color wheel</li> <li>● The definition of implied texture, pattern and values</li> <li>● The properties of watercolor paint</li> <li>● The properties of India ink</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Using India ink and calligraphy pens</li> <li>● Using watercolor paints</li> <li>● Creating neutral and intense colors</li> <li>● Creating implied texture</li> <li>● Creating contour lines</li> <li>● Creating thumbnail sketches</li> <li>● Creating gesture sketches</li> <li>● Creating the illusion of form using value</li> <li>● Using a watercolor wash</li> </ul>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
TMA	<ul style="list-style-type: none"> <li>● A Nonsense Botanical that emulates the style of Edward Lear, a historical artist who combined botanicals with non-botanical objects and humor.</li>   <li>● Self evaluation of strengths and weaknesses (as defined by the project rubric).</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>GRASPS</b>  <b>Goal/challenge</b> - Students will learn art skills, art vocabulary and characteristics about the artist Edward Lear.  <b>Role for student</b> - You are an illustrator.  <b>Audience for student work</b> - Peers, Faculty, parents  <b>Situation</b> - Demonstrate technical skill with watercolor paint and India ink.  <b>Products and performances generated by student</b> - An original Nonsense Botanical painting in the style of Edward Lear.  <b>Standards/criteria for judging success</b> - Creating a variety of colors, a variety of implied textures, a strong composition, the illusion of form using value and accurate contours of objects.</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Classroom discussion while viewing visual examples</li> <li>● Individual conferencing with the teacher</li> <li>● Completing homework assignments</li> </ul>

### Stage 3 – Learning Plan

<b>Code</b> TMA	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> <li>● Evaluate students' ability to create strong composition from previous project.</li> <li>● Evaluate students' drawing abilities through homework and classwork assignments.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ol style="list-style-type: none"> <li>1. Introduce the artist Edward Lear and his Nonsense Botanical drawings.</li> <li>2. Use visual examples to present characteristics of his work. Students will take notes.</li> <li>3. Display student examples.</li> <li>4. Present homework assignment on how to find and print appropriate images. Students will return to class with one botanical image and one non botanical image. Both must be printed photographs of actual objects, NOT drawings.</li> <li>5. Teacher does demonstration of key characteristics and purpose of thumbnail sketches as well as display samples for this project. Students create their own thumbnail sketches using the printed photographs.</li> <li>6. Teacher does a demonstration of key characteristics and purpose of a gesture sketch as well as display sample on watercolor paper. Students create their own gesture sketch on watercolor paper of their best thumbnail sketch.</li> <li>7. Students improve their drawing skills and use of contour lines through drawing a plant from observation as a homework assignment.</li> <li>8. Students refine their drawings, by observing their photographic sources and concentrating on the location and shape of the contour lines.</li> </ol>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Teacher walks around the room to conference with students and view artwork.</li> <li>● Teacher visually evaluates homework sketches and practice pages.</li> <li>● Classwork grades will be given based on a daily work rubric including active engagement, on task behavior and successful completion of daily learning objective.</li> </ul>

9. Class discussion and student notes on the color wheel and color mixing of neutrals and intense colors. Students practice mixing colors using watercolor paint and watercolor paper.
10. Demonstration on how to create a neutral watercolor wash. Students create and apply a neutral wash to their background.
11. Demonstration on shading and texture. Students practice on watercolor paper.
12. Students complete a homework assignment using value to create the illusion of three dimensional form on basic geometric objects such as cubes, spheres, cones, etc.
13. Students apply knowledge and skills of shading and texture to paint the objects on their Nonsense Botanical paintings.
14. Demonstration the uses of India Ink and Calligraphy pens.
15. Demonstrate using contour lines to create form and patterns to create implied texture.
16. Students create a practice page using ink and calligraphy pens.
17. Students continue to explore the use of pattern and implied texture in a homework assignment: i.e. Page of insects with patterns.
18. Students apply knowledge of India ink process to add variety and emphasis to contours and texture to their Nonsense Botanical.
19. Students use their knowledge of Edward Lear's combination of scientific and humorous titles to create and apply a title for their own Nonsense Botanical.
20. Students evaluate the strengths and weaknesses of their work against the project rubric.

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p><b>CT Visual Arts Standards:</b>  <u>Anchor Standard 1:</u> Generate and conceptualize artistic ideas and work.                      HS Proficient level:                      Use multiple approaches to begin creative endeavors.</p> <p><u>Anchor Standard 2</u>                      Organize and develop artistic ideas and work.                      HS Proficient level: Engage in making a work of art or design without having a preconceived plan.</p> <p><u>Anchor Standard 9:</u> Apply criteria to evaluate artistic work.                      HS Proficient level:                      Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><u>Anchor Standard 10:</u> Synthesize and relate knowledge and personal experiences to make art.                      HS Proficient level: Document</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Be able to recognize and use the Elements of Design for self expression.</li> <li>● Recognize the professional application of art skills.</li> <li>● Recognize the characteristics of high quality craftsmanship.</li> </ul>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> <li>● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</li> <li>● People evaluate art based on various criteria.</li> <li>● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> </ul>	<p>ESSENTIAL QUESTIONS  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> <li>● How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>● 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?</li> <li>● How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> </ul>

the process of developing ideas from early stages to fully elaborated ideas.	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>● Definition of unity and variety</li> <li>● Definition positive and negative space</li> <li>● Definition of simplification</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>● Simplifying objects into geometric shapes.</li> <li>● Balancing positive and negative space.</li> <li>● Creating and using a stencil.</li> </ul>

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
TMA	<ul style="list-style-type: none"> <li>● A skillful graphic design which incorporates strong 2D design skills including the use of simplification, equal amounts of positive and negative space, as well as unity and variety.</li> <li>● Self evaluation of strengths and weaknesses (as defined by the project rubric).</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b>GRASPS</b>  <b>Goal/challenge</b> - applicable to real world Students will learn 2D design skills, art vocabulary and characteristics about Graphic Design.  <b>Role for student</b> - You are a Graphic Designer.  <b>Audience for student work-</b> Peers, Faculty, parents  <b>Situation</b> - Demonstrate unity and variety, positive and negative space and simplification.  <b>Products and performances generated by student</b> - An original Graphic Design.  <b>Standards/criteria for judging success</b> - Simplifying objects into geometric shapes, Balancing positive and negative space and Creating and using a stencil.</p>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Classroom discussion while viewing visual examples</li> <li>● Individual conferencing with the teacher</li> <li>● Completing homework assignments</li> <li>● Creating sketches of objects and corresponding simplified drawings</li> </ul>
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**Stage 3 – Learning Plan**

<p>Code TMA</p>	<p><i>Pre-Assessment</i></p> <ul style="list-style-type: none"> <li>● Evaluate students' ability to create strong composition from previous project.</li> <li>● Evaluate students' drawing abilities through homework and classwork assignments.</li> </ul>
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	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ol style="list-style-type: none"> <li>1. Use visual examples to present the characteristics of simplified graphic designs and the process of simplifying a drawing.</li> <li>2. Students draw an object and a simplified version of that object.</li> <li>3. Students create a stencil based on their simplified drawings and teacher demonstration.</li> <li>4. Students trace stencil on paper making sure to: <ul style="list-style-type: none"> <li>● distribute positive and negative space throughout the page</li> <li>● change the pattern</li> <li>● overlap and crop shapes</li> <li>● change the direction of the shapes.</li> </ul> </li> </ol>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Teacher walks around the room to conference with students and view artwork.</li> <li>● Classwork grades will be given based on a daily work rubric including active engagement, on task behavior and successful completion of daily learning objective.</li> </ul>
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	<ol style="list-style-type: none"> <li>5. Teacher will demonstrate the erasure and coloring process, then students will erase any part of an object that is overlapped by another.</li> <li>6. Students will emphasize the negative space by only coloring those areas.</li> <li>7. Students evaluate the strengths and weaknesses of their work against the project rubric.</li> </ol>	
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Unit # 4 Pastel/Charcoal

Pacing: 2 weeks, 5 block classes

<b>Stage 1 Desired Results</b>		
<p>ESTABLISHED GOALS</p> <p><b>CT Visual Arts Standards:</b>  <u>Anchor Standard 1:</u> Generate and conceptualize artistic ideas and work.            HS Proficient level:            Use multiple approaches to begin creative endeavors.</p> <p><u>Anchor Standard 2</u>            Organize and develop artistic</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Be able to recognize and use the Elements of Design for self expression.</li> <li>● Appreciate the artwork of others in a historical context.</li> <li>● Recognize the characteristics of high quality craftsmanship.</li> </ul>	
	<i>Meaning</i>	
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Creativity and innovative thinking are essential life skills that can be</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● What conditions, attitudes, and behaviors support creativity and innovative thinking?            What factors prevent or encourage people</li> </ul>	

<p>ideas and work.          HS Proficient level: Engage in making a work of art or design without having a preconceived plan.</p> <p><u>Anchor Standard 9:</u> Apply criteria to evaluate artistic work.          HS Proficient level: Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><u>Anchor Standard 10:</u> Synthesize and relate knowledge and personal experiences to make art.          HS Proficient level: Document the</p>	<p>developed.</p> <ul style="list-style-type: none"> <li>● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</li> <li>● People evaluate art based on various criteria.</li> <li>● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> </ul>	<p>to take creative risks? How does collaboration expand the creative process?</p> <ul style="list-style-type: none"> <li>● How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>● 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?</li> <li>● How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> </ul>
<b>Acquisition</b>		
<p>process of developing ideas from early stages to fully elaborated ideas.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Definition of implied lines</li> <li>● Definition of value</li> <li>● Proper names of materials</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Creating various values using pastel, charcoal or conté crayon and related tools including a kneaded eraser.</li> <li>● Drawing accurate contours from observation.</li> </ul>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
	<ul style="list-style-type: none"> <li>● A skillful still life drawing from observation demonstrating accurate implied contours and the illusion of form made with various blended values.</li> <li>● Self evaluation of strengths and weaknesses (as defined by the project rubric).</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>GRASPS</b>  <b>Goal/challenge</b> - Students will learn art skills, art vocabulary and characteristics about pastel/charcoal.  <b>Role for student</b> - You are an artist.  <b>Audience for student work</b> - Peers, Faculty, parents  <b>Situation</b> - Demonstrate technical skill with pastel or charcoal.  <b>Products and performances generated by student</b> - An original drawing using pastel or charcoal.  <b>Standards/criteria for judging success</b> - Creating various values using pastel, charcoal or conté crayon and related tools including a kneaded eraser, Drawing accurate contours from observation.</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Classroom discussion while viewing visual examples</li> <li>● Individual conferencing with teacher</li> <li>● Completing homework assignments</li> <li>● Practice activities; gray scale and egg drawing</li> </ul>

## Stage 3 – Learning Plan

<b>Code</b>	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> <li>● Evaluate students' ability to create the illusion of form using value based on watercolor project.</li> <li>● Evaluate students' drawing abilities through homework and classwork assignments.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ol style="list-style-type: none"> <li>1. As teacher demonstrates, students create a grayscale using soft drawing material such as pastel, charcoal or conté crayon and associated materials; a tissue, tortillion, kneaded eraser and charcoal paper.</li> <li>2. As teacher demonstrates, students create a drawing of an egg creating the illusion of a clear form through value changes and implied lines.</li> <li>3. Students complete a homework assignment which is to draw a geometric object from observation, creating the illusion of form through the use of values.</li> <li>4. Teacher displays examples of professional and student still life drawings.</li> <li>5. Students select an organic object and set it in direct light.</li> <li>6. Students complete a drawing of the object on charcoal paper using the materials and techniques practiced earlier.</li> <li>7. Students evaluate the strengths and weaknesses of their work against the project rubric.</li> </ol>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Teacher walks around the room to conference with students and view artwork.</li> <li>● Teacher visually evaluates homework sketches and practice pages.</li> <li>● Classwork grades will be given based on a daily work rubric including active engagement, on task behavior and successful completion of daily learning objective.</li> </ul>

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p><b>CT Visual Arts Standards:</b>  <u>Anchor Standard 2:</u>                      Organize and develop artistic ideas and work.                      HS Proficient level: Engage in making a work of art or design without having a preconceived plan.</p> <p><u>Anchor Standard 3:</u> Refine and complete artistic work.                      HS Proficient level: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p><u>Anchor Standard 7:</u> Perceive and analyze artistic work                      HS Proficient level: Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p><u>Anchor Standard 9:</u> Apply criteria to evaluate artistic work.                      HS Proficient level:</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Be able to recognize and use the Elements of Design for self expression.</li> <li>● Appreciate the artwork of others in a historical context.</li> <li>● Recognize the characteristics of high quality craftsmanship.</li> </ul>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>● Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>● 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.</li> <li>● People evaluate art based on various</li> </ul>	<p>ESSENTIAL QUESTIONS  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>● 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 a work help us experience it more completely?</li> <li>● How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the</li> </ul>

<p>Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><u>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</u>          HS Proficient level: Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<p>criteria.</p> <ul style="list-style-type: none"> <li>● Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</li> </ul>	<p>world? What can we learn from our responses to art?</p> <ul style="list-style-type: none"> <li>● 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?</li> <li>● How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> </ul>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The definition of a horizon line.</li> <li>● The difference between 1 point and 2 point perspective.</li> <li>● The definition of an ellipse.</li> <li>● When to employ 1 and 2 point perspective.</li> <li>● Where an object is in relation to the horizon line.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● The technique for creating the illusion of 1 point and 2 point perspective.</li> <li>● The technique for creating an ellipse.</li> </ul>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
	<ul style="list-style-type: none"> <li>● Students will create a pencil drawing which includes rectangular prisms. The drawing will also include objects that have a cylindrical or conical form. Both one and two point perspective will be accurately employed to depict the illusion of depth and circles seen in perspective. Objects will be placed both above and below eye level. A ruler will be used to make straight lines. Various pencils and markers will be used to vary the line quality, thereby creating emphasis and interest.</li> <li>● Self evaluation of strengths and weaknesses (as defined by the project rubric).</li> </ul>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b>GRASPS</b>  <b>Goal/challenge</b> - Students will learn art skills, art vocabulary and characteristics about one and two point perspective.  <b>Role for student</b> - You are an artist.  <b>Audience for student work</b> - Peers, Faculty, parents  <b>Situation</b> - Demonstrate technical skill with pastel or charcoal.  <b>Products and performances generated by student</b> - An original pencil drawing demonstrating the technique for creating the illusion of 1 point and 2 point perspective as well as the technique for creating an ellipse.  <b>Standards/criteria for judging success</b> - Students will create a pencil drawing which includes rectangular prisms. The drawing will also include objects that have a cylindrical or conical form. Both one and two point perspective will be accurately employed to depict the illusion of depth and circles seen in perspective. Objects will be placed both above and below eye level. A ruler will be used to make straight lines. Various pencils and markers will be used to vary the line quality, thereby creating emphasis and interest.</p>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Classroom discussion while viewing visual examples</li> <li>● Individual conferencing with the teacher</li> <li>● Completing homework assignments</li> <li>● Copying visual diagrams</li> </ul>
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**Stage 3 – Learning Plan**

<p><b>Code</b> TMA</p>	<p><i>Pre-Assessment</i></p> <ul style="list-style-type: none"> <li>● Evaluate students' ability to create strong composition from watercolor project.</li> <li>● Evaluate the students' use of line variation in watercolor project.</li> <li>● Evaluate students' ability to use thumbnail sketches.</li> <li>● Evaluate students' drawing abilities through homework and classwork assignments.</li> </ul>	
<p>TMA</p>	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ol style="list-style-type: none"> <li>1. Teacher introduces the concept of one point perspective, horizon line, eye level and vanishing point.</li> <li>2. Teacher draws examples on the board while introducing these new concepts.</li> <li>3. Students take notes and create sketches following along with teacher demonstration on board.</li> <li>4. Students practice drawing their own one point perspective "boxes" on their papers. One should be</li> </ol>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Teacher walks around the room to conference with students and view artwork.</li> <li>● Teacher visually evaluates homework sketches and practice pages.</li> <li>● Classwork grades will be given based on a daily work rubric including active engagement, on task behavior and successful completion of daily learning objective</li> </ul>



	<p>drawn above the horizon line, one below the horizon line and one on the horizon line.</p> <ol style="list-style-type: none"> <li>5. Teacher introduces the concept of two point perspective and draws examples on the board.</li> <li>6. Students take notes and create sketches following along with the teacher demonstration on the board.</li> <li>7. Students practice drawing their own two point perspective “boxes” on their papers. One should be drawn above the horizon line, one below the horizon line and one on the horizon line.</li> <li>8. Teacher introduces the concept of ellipses and draws examples on the board.</li> <li>9. Students practice drawing their own ellipses on their papers. One should be drawn above the horizon line, one below the horizon line and one on the horizon line.</li> <li>10. Teacher introduces the project and the accompanying rubric. Visual examples of student work are shown.</li> <li>11. Students create thumbnail sketches of their project ideas that will incorporate the necessary items outlined in the rubric.</li> <li>12. Students create a gesture sketch of their favorite / approved sketch.</li> <li>13. Students demonstrate their knowledge of one point perspective, two point perspective and ellipses by creating their large drawing that meets rubric criteria.</li> </ol>	
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Unit # 6 Acrylic Painting

Pacing: 4 weeks, 10 block classes

<b>Stage 1 Desired Results</b>	
<p>ESTABLISHED GOALS</p> <p><b>CT Visual Arts Standards:</b></p>	<p><i>Transfer</i></p>

<p><u>Anchor Standard 1:</u> Generate and conceptualize artistic ideas and work. HS Proficient level: Use multiple approaches to begin creative endeavors.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Be able to recognize and use the Elements of Design for self expression.</li> <li>● Appreciate the artwork of others in a historical context.</li> <li>● Recognize the characteristics of high quality craftsmanship.</li> </ul>			
<p><u>Anchor Standard 3:</u> Refine and complete artistic work. HS Proficient level: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p><u>Anchor Standard 9:</u> Apply criteria to evaluate artistic work. HS Proficient level: Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	<p style="text-align: center;"><b>Meaning</b></p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="583 662 1255 1409"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> <li>● Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>● People evaluate art based on various criteria.</li> </ul> </td> <td data-bbox="1255 662 1969 1409"> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> <li>● 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 a work help us experience it more completely?</li> <li>● 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?</li> </ul> </td> </tr> </table>		<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Creativity and innovative thinking are essential life skills that can be developed.</li> <li>● Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</li> <li>● People evaluate art based on various criteria.</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</li> <li>● 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 a work help us experience it more completely?</li> <li>● 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?</li> </ul>
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<b>Acquisition</b>				

	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The definition of foreground, middle ground and background.</li> <li>● The definition of value and form.</li> <li>● The definition of implied and actual texture.</li> <li>● The color wheel.</li> <li>● The properties of acrylic paint.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Creating the illusion of three dimensional depth.</li> <li>● Creating the illusion of three-dimensional form.</li> <li>● Depicting the illusion of a variety of textures.</li> <li>● Mixing primary and secondary colors to create a variety of hues.</li> <li>● Using acrylic paint.</li> </ul>
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<b>Stage 2 – Evidence</b>		
<b>Code</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>

	<ul style="list-style-type: none"> <li>• Students will create a developed landscape painting using acrylic paint. The landscape will depict a foreground, middle ground and background. The student will replicate the shapes, colors, textures and forms from the landscape photograph with enough accuracy to make it recognizable.</li> <li>• Self evaluation of strengths and weaknesses (as defined by the project rubric).</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>GRASPS</b>  <b>Goal/challenge</b> - Through this activity you will learn skills, art vocabulary and characteristics about landscape painting and the techniques of acrylic paint.  <b>Role for student</b> - You are a painter.  <b>Audience for student work</b> - Peers, Faculty, parents  <b>Situation</b> - Demonstrate skill with acrylic paint.  <b>Products and performances generated by student</b> - The student will create a developed landscape painting using acrylic paint.  <b>Standards/criteria for judging success</b> - The landscape will depict a foreground, middle ground and background. The student will replicate the shapes, colors, textures and forms from the landscape photograph with enough accuracy to make it recognizable.</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Classroom discussion while viewing visual examples</li> <li>• Individual conferencing with the teacher</li> <li>• Completion of homework assignments</li> <li>• Selection of an appropriate photograph</li> </ul>

## Stage 3 – Learning Plan

<p><b>Code</b> TMA</p>	<p><i>Pre-Assessment</i></p> <ul style="list-style-type: none"> <li>● Evaluate students' ability to create a variety of colors from watercolor project.</li> <li>● Evaluate students' ability to create a variety of textures from watercolor project.</li> <li>● Evaluate students' ability to create form from charcoal project.</li> <li>● Evaluate students' ability to create depth from perspective project.</li> <li>● Evaluate students' drawing abilities through homework and classwork assignments.</li> </ul>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ol style="list-style-type: none"> <li>1. Teacher will introduce the project using visual examples of student work.</li> <li>2. Teacher will instruct students on the qualities of an appropriate source image and how to find and print it.</li> <li>3. Students will select a proportional portion of the landscape photograph to replicate.</li> <li>4. Teacher will demonstrate the use of the acrylic palette and palette knife as well as how to make a color sketch.</li> <li>5. Students will create a color sketch.</li> <li>6. Students will complete a homework assignment attempting to replicate textures from a magazine image using only values made with pencils and erasers.</li> <li>7. Teacher will demonstrate how to blend colors and values as well as make various textures as needed while students continue to work on paintings.</li> <li>8. Students will complete a homework assignment of a tree sketch.</li> <li>9. When paintings are complete, students will properly clean palettes following teacher example.</li> <li>10. Students evaluate the strengths and weaknesses of their work against the project rubric.</li> </ol>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Teacher walks around the room to conference with students and view artwork.</li> <li>● Teacher visually evaluates homework sketches.</li> <li>● Classwork grades will be given based on a daily work rubric including active engagement, on task behavior and successful completion of daily learning objective</li> </ul>

Stage 1 Desired Results			
<p>ESTABLISHED GOALS</p> <p><b>CT Visual Arts Standards:</b>  <u>Anchor Standard 2:</u>                      Organize and develop artistic ideas and work.                      HS Proficient level: Engage in making a work of art or design without having a preconceived plan.</p> <p><u>Anchor Standard 9:</u> Apply criteria to evaluate artistic work.                      HS Proficient level:                      Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	<p><i>Transfer</i></p>		
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Be able to recognize and use the Elements of Design for self expression.</li> <li>● Appreciate the artwork of others in a historical context.</li> <li>● Recognize the characteristics of high quality craftsmanship.</li> </ul>		
	<p><i>Meaning</i></p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>● People evaluate art based on various criteria.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>● 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?</li> </ul> </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</li> <li>● People evaluate art based on various criteria.</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</li> <li>● 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?</li> </ul>
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	<p><i>Acquisition</i></p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The proportions of the face.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Creating differences in line quality.</li> <li>● Finding and drawing contour lines that define the edges of forms.</li> </ul> </td> </tr> </table>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The proportions of the face.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Creating differences in line quality.</li> <li>● Finding and drawing contour lines that define the edges of forms.</li> </ul>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
TMA	<ul style="list-style-type: none"> <li>● The student will create a self portrait drawing from observation. The drawing will be lifesize and depict accurate proportions of the face, head and neck. Only contour lines will be used to depict the features with enough accuracy to portray a personal likeness. Differences in thickness and value of lines will be used to indicate areas of the face that are closer and farther away.</li> <li>● Self evaluation of strengths and weaknesses (as defined by the project rubric).</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>GRASPS</b>  <b>Goal/challenge</b> - Students will create differences in line quality, find and draw contour lines that define the edges of forms.  <b>Role for student</b> - You are an artist.  <b>Audience for student work</b> - Peers, Faculty, parents  <b>Situation</b> - Demonstrate skill with drawing from observation.  <b>Products and performances generated by student</b> - The student will create a self portrait drawing from observation.  <b>Standards/criteria for judging success</b> - The drawing will be lifesize and depict accurate proportions of the face, head and neck. Only contour lines will be used to depict the features with enough accuracy to portray a personal likeness. Differences in thickness and value of lines will be used to indicate areas of the face that are closer and farther away.</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Classroom discussion while viewing visual examples</li> <li>● Individual conferencing with the teacher</li> </ul>



### Stage 3 – Learning Plan

<b>Code</b> TMA	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> <li>● Evaluate students' ability to identify and depict contour lines from acrylic and watercolor projects.</li> <li>● Evaluate students' ability to use line quality to depict depth in perspective project.</li> </ul>	
TMA	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ol style="list-style-type: none"> <li>1. Teacher engages students in a conversation about proportions of the human head / face.</li> <li>2. Students take notes and draw sketches while teacher demonstrates the proportion on the board.</li> <li>3. Students practice the <i>look, hold, draw</i> method by doing observational drawings of their hand and individual facial features for homework.</li> <li>4. Students create a self portrait through observation in a mirror, paying close attention to contour lines of the face and each facial feature.</li> <li>5. Students use different weighted pencils and an eraser to create variations in line quality and value.</li> <li>6. Students evaluate the strengths and weaknesses of their work against the project rubric.</li> </ol>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Teacher walks around the room to conference with students and view artwork.</li> <li>● Teacher visually evaluates homework sketches and practice pages.</li> <li>● Classwork grades will be given based on a daily work rubric including active engagement, on task behavior and successful completion of daily learning objective</li> </ul>