



Garfield Public Schools

Aligned to the 2020_ New Jersey Student Learning Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Marking Period 1

	Number of Weeks
Introduction to pen and ink mark making, Hatching, Mini activity value scale Nico Delort example (French) DEI Diversity Apple Drawing, Strawberry drawing	2.5
Introduction to pen and ink mark making, Cross hatching, Mini activity value scale Strawberry Drawing, Yasunari Ikenaga example (Japanese) AAPI Asian Diversity Sea Turtle drawing and Mango drawing	2.5
Application of pen and ink mark making, Stipple, Mini activity value scale Pomegranate Drawing and Double Apple drawing	2.5
Application of pen and ink mark making, Scribble, Mini activity value scale Endangered CC Climate change Victorian Cat drawing and Corn drawing.	2.5

Marking Period 2

Topic	Number of Weeks
Introduction to pen and ink mark making, Hatching, Mini activity value scale Nico Delort example (French) DEI Diversity Apple Drawing, Strawberry drawing	2.5
Introduction to pen and ink mark making, Cross hatching, Mini activity value scale Yasunari Ikenaga example (Japanese) AAPI Asian Diversity Sea Turtle drawing and Mango drawing	2.5



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Application of pen and ink mark making, Stipple, Mini activity value scale Pomegranate Drawing and Double Apple drawing.	2.5
Application of pen and ink mark making, Scribble, Mini activity value scale Endangered CC Climate change Victorian Cat drawing and Corn drawing.	2.5

Marking Period 3

Topic	Number of Weeks
Introduction to pen and ink mark making, Hatching, Mini activity value scale Nico Delort example (French) DEI Diversity Apple Drawing, Strawberry drawing	2.5
Introduction to pen and ink mark making, Cross hatching, Mini activity value scale Yasunari Ikenaga example (Japanese) AAPI Asian Diversity Sea Turtle drawing and Mango drawing	2.5
Application of pen and ink mark making, Stipple, Mini activity value scale. Pomegranate Drawing and Double Apple drawing.	2.5
Application of pen and ink mark making, Scribble, Mini activity value scale Endangered CC Climate change Victorian Cat drawing and Corn drawing.	2.5

Marking Period 4

Topic	Number of Weeks
Introduction to pen and ink mark making, Hatching, Mini activity value scale	2.5



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Nico Delort example (French) DEI Diversity Apple Drawing, Strawberry drawing	
Introduction to pen and ink mark making, Cross hatching, Mini activity value scale Yasunari Ikenaga example (Japanese) AAPI Asian Diversity Sea Turtle drawing and Mango drawing	2.5
Application of pen and ink mark making, Stipple, Mini activity value scale Pomegranate Drawing and Double Apple drawing.	2.5
Application of pen and ink mark making, Scribble, Mini activity value scale Endangered CC Climate change Victorian Cat drawing and Corn drawing.	2.5

Unit Overview

Content Area: Art

Unit Title: Pen and Ink Technique

Target Course/Grade Level: 8

1. Duration: 2.5 Weeks

Description: During this unit of study, students will review the basic elements of art and the principles of design. Specifically, students will identify the key terms that are the foundation for pen and ink techniques specifically hatching, crosshatching, stipple, and scribble techniques. Finally, students will begin to apply these techniques in their projects created throughout the ten-week course.

Enduring Understandings

- **For students to create a product, they must free-think and gather their thoughts.**
- **Practice working with a variety of drawing media pencils, markers, and ink.**
- **Clever design and strong composition transcend all media.**
- **Art is the common thread that ties together all other disciplines.**



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Learning Targets

New Jersey Student Learning Standards & Practices

- **1.5.8Re9a:** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating work.
- **1.5.8.Cn10a:** Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
- **1.5.8Re8a:** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- **1.5.8 Cr2a:** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- **1.5.8.Cr2c:** Apply, organize, and strategize methods for designing and redesigning objects, places, systems, images, and words to clearly communicate information to a diverse audience.
- **1.5.8.Cn11b:** Analyze and contrast how art forms are used to reflect global issues, including climate change.
- **1.5.8.Pr4a:** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- **1.5.8.Cr1b:** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
-

Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies

NJSLS ELA

SL.K.1.A

SL.K.1.B

NJSLS Computer Science and Design Thinking

8.2.8.ED.1

8.2.8.ED.6

NJSLS Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.12

9.1.8.CR.2

Career Readiness Practices/21st Century Themes & Skills

- Act as a responsible and contributing community member & employee
- Consider the environment, social and economic impact of decisions
- Work productively in teams while using cultural/global competence

SEL Competencies

Self-awareness, self-management, responsible decision making, social awareness, and relationship skills

Essential Questions

- **What determines a successful drawing and an unsuccessful drawing?**
- **How can value be incorporated into a work of art successfully?**
- **How can contrast be incorporated into a work of art successfully?**



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- **What mark making technique is best for a given student's style of drawing?**
- **How can multiple mark making techniques be incorporated into a single drawing?**
- **How can students recognize successful elements in a drawing and repeat those elements in future drawings?**
- **How can students identify unsuccessful elements in a student's work and incorporate feedback to remedy those weaknesses?**

Student Learning Objectives

Students will...

- *Identify pen and ink mark making techniques hatching, crosshatching, stipple, and scribble.*
- *Create value scales incorporating 4 pen and ink techniques hatching, cross hatching, stipple, and scribble.*
- *Create works or art utilizing pen and ink techniques.*
- *Identify value and contrast and how value be successfully used in artmaking.*
- *Identify successful techniques and weaknesses in a work of art then provide feedback for improvement.*
- *Recognize and define the elements of art.*
- *Recognize and define the principles of design.*
- *Identify and interpret the definitions of basic terms in art.*

Suggested Activities

Unit project: Students will create value scales of 4 corresponding pen and ink techniques hatching, crosshatching, stipple, and scribble. Critiques daily, looking at student work and measuring success according to rubric. Applying criticisms and feedback Students will utilize these techniques drawing an apple, strawberry, mango, and Victorian cat over the course of the 10 weeks. Students will also assess and critique student work providing feedback on how students can improve the artwork.

Materials

Paper, Micron pens/black gel ink pens, pencils, laptops, internet, promethean board, leveled texts

Assessments



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Formative & Summative:

1.) Value scale Practice: Hatching, (Formative)

2.) Value scale Practice: Crosshatching, (Formative)

3.) Value scale Practice: Stipple, (Formative)

4.) Value scale Practice: Scribble (Formative)

CRITERIA:	POOR 1	WEAK 2	MODERATE 3	GOOD 4	STRONG 5
1. Line. <i>Line weight and use of marks and mark-making techniques (hatching, cross-hatching, scribble, contour and cross-contour hatching).</i>	Inadequate use of mark-making techniques; no differentiation in line weight.	Mark-making techniques need improvement; line weight shows little differentiation.	Adequate use of mark-making techniques; several variations of line weight.	Proper use of mark-making techniques; a variety of line weights used.	Excellent use of mark-making techniques; a vast array of line weights used.
2. Dimensionality. <i>Use of shapes and forms to create depth and perspective.</i>	Only shapes used, image appears flat.	A combination of shapes and forms used, but needs improvement, image lacks cohesion.	Adequate use of shape and form to create initial areas of depth.	Proper use of shape and form to create feelings of depth and perspective.	Excellent use of shape and form to create depth and perspective.
3. Value and Contrast. <i>Use of lights and darks to create a variety of tones and textures.</i>	No contrast due to little or no value.	Work lacks contrast and is due to minimal value.	Adequate use of lights and darks to create minimal contrast; several values used, but work lacks tone.	Proper use of lights and darks to create contrast; a variety of values used to create tone.	Excellent combination lights and darks to create contrast, a vast array of values used to create tone and texture.
4. Emphasis. <i>Evidence of thinking; clear visual intent</i>	No recognizable emphasis or evidence of thinking.	Unclear emphasis and intent of project shows minimal evidence of prior thinking.	Emphasis is clear, and intent is somewhat understandable due to the initial thought process.	Emphasis is clear and intent is understandable due to unmistakable evidence of thinking.	Emphasis is obvious and intent is clear due to distinct evidence of thinking.
B. Materials and Technique.	Materials used improperly and no clear sign of a	Use of material is ineffective, and technique lacks	Adequate use of material and	Proper use of material and	Excellent use of materials and exemplary



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<i>Materials well used; technique is excellent.</i>	particular technique.	proper skills for adequate completion	technique done well.	technique is skillfully used.	technique used due to a proficiency in skills.
C. Composition. <i>Purposeful and unified composition.</i>	Canvas/paper not used effectively; image is either too big or too small.	Use of canvas/paper need improvement; artist ran out of room or image was squeezed in ineffectively.	Adequate use of canvas/paper, image fits well within the picture plane.	Proper use of canvas/paper, image exhibits a sense of unity.	Image is unified due to an excellent use of canvas/appear.
D. Inventiveness, imagination. <i>The creation of an original and unique idea.</i>	The image is copied directly from a reference image.	Artist uses inspiration to create their own take on a unique idea; completion of idea did not transfer to the final product.	The artist has an original idea, but it lacks imagination and falls flat as a final paper.	The artist has an original and inventive idea, and the final product is done well.	The artist's original idea is inventive and imaginative and is expressed in the final product.
E. Risk Taking, experimentation. <i>Choice and application of media.</i>	Artists took no risk with their use of media.	The artist incorporated a mixed media approach, but the application needs improvement.	The artist incorporated a mixed media approach.	Proper incorporation an experimental technique.	Excellent incorporation of an experimental technique.
Overall Accomplishment					

TOTAL SCORE: _____



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MODIFICATIONS

Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic	Study guides	Enrichment activities	Graphic organizers
Bilingual	organizers	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Multimedia	Extended time	Independent	Leveled readers
Think aloud	Leveled readers	Parent	research/inquiry	Assistive technology
Read aloud	Assistive	communication	Collaborative teamwork	Notes/summaries
Highlight key vocabulary	technology	Modified	Higher level questioning	Extended time
Annotation guides	Notes/summaries	assignments	Critical/Analytical thinking	Answer masking
Think-pair- share	Extended time	Counseling	tasks	Answer eliminator
Visual aides	Answer masking		Self-directed activities	Highlighter
Modeling	Answer			Color contrast
Cognates	eliminator			Parent
	Highlighter			communication
	Color contrast			Modified
				assignments
				Counseling

Unit Overview

Content Area: Art

Unit Title: Pen and Ink Technique

Target Course/Grade Level: 8

2. Duration: 2.5 Weeks

Description: During this unit of study, students will review the basic elements of art and the principles of design. Specifically, students will identify the key terms that are the foundation for pen and ink techniques specifically hatching, crosshatching, stipple, and scribble techniques. Finally, students will begin to apply these techniques in their projects created throughout the ten-week course.



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Enduring Understandings

- For students to create a product, they must free-think and gather their thoughts.
- Practice working with a variety of drawing media pencils, markers, and ink.
- Clever design and strong composition transcend all media.
- Art is the common thread that ties together all other disciplines.

Learning Targets

New Jersey Student Learning Standards & Practices

- **1.5.8Re9a:** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating work.
- **1.5.8.Cn10a:** Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
- **1.5.8Re8a:** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- **1.5.8.Cr2a:** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
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Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies

NJSLS ELA

SL.K.1.A

SL.K.1.B

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8.2.8.ED.1

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NJSLS Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.12

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Career Readiness Practices/21st Century Themes & Skills

- Act as a responsible and contributing community member & employee
- Consider the environment, social and economic impact of decisions
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SEL Competencies

Self-awareness, self-management, responsible decision making, social awareness, and relationship skills



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- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
-

Essential Questions

- What determines a successful drawing and an unsuccessful drawing?
- How can value be incorporated into a work of art successfully?
- How can contrast be incorporated into a work of art successfully?
- What mark making technique is best for a given student's style of drawing?
- How can multiple mark making techniques be incorporated into a single drawing?
- How can students recognize successful elements in a drawing and repeat those elements in future drawings?
- How can students identify unsuccessful elements in a student's work and incorporate feedback to remedy those weaknesses?

Student Learning Objectives

Students will...

- *Identify pen and ink mark making techniques hatching, crosshatching, stipple, and scribble.*
- *Apply value scales incorporating 4 pen and ink techniques hatching, cross hatching, stipple, and scribble.*
- *Apply works or art utilizing pen and ink techniques to the 2 apple and strawberry drawing.*
- *Identify value and contrast and how value be successfully used in artmaking.*
- *Identify successful techniques and weaknesses in a work of art then provide feedback for improvement.*
- *Recognize and define the elements of art.*
- *Recognize and define the principles of design.*
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Suggested Activities

Unit project: Students will create value scales of 4 corresponding pen and ink techniques hatching, crosshatching, stipple, and scribble. Critiques daily, looking at student work and measuring success according to rubric. Applying criticisms and feedback Students will utilize these techniques drawing an apple, strawberry, mango, and Victorian cat over the course of the 10 weeks. Students will also assess and critique student work providing feedback on how students can improve the artwork.

Materials



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Paper, Micron pens/black gel ink pens, pencils, laptops, internet, promethean board, leveled texts

Assessments

Formative & Summative:

1.) Apple Drawing: Hatching (Formative)

2.) Apple Drawing: Crosshatching (Formative)

3.) Strawberry Drawing: Technique of choice (Formative)

CRITERIA:	POOR 1	WEAK 2	MODERATE 3	GOOD 4	STRONG 5
1. Line. <i>Line weight and use of marks and mark-making techniques (hatching, cross-hatching, scribble, contour and cross-contour hatching).</i>	Inadequate use of mark-making techniques; no differentiation in line weight.	Mark-making techniques need improvement; line weight shows little differentiation.	Adequate use of mark-making techniques; several variations of line weight.	Proper use of mark-making techniques; a variety of line weights used.	Excellent use of mark-making techniques; a vast array of line weights used.
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		proper skills for adequate completion			used due to a proficiency in skills.
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MODIFICATIONS

Modifications				
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Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think aloud Read aloud Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Unit Overview

Content Area: Art

Unit Title: Pen and Ink Technique

Target Course/Grade Level: 8

3. Duration: 2.5 Weeks

Description: During this unit of study, students will review the basic elements of art and the principles of design. Specifically, students will identify the key terms that are the foundation for pen and ink techniques specifically hatching, crosshatching, stipple, and scribble techniques. Finally, students will begin to apply these techniques in their projects created throughout the ten-week course.



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Enduring Understandings

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Learning Targets

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- **1.5.8Re9a:** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating work.
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- Act as a responsible and contributing community member & employee
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SEL Competencies

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- 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
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Essential Questions

- What determines a successful drawing and an unsuccessful drawing?
- How can value be incorporated into a work of art successfully?
- How can contrast be incorporated into a work of art successfully?
- What mark making technique is best for a given student's style of drawing?
- How can multiple mark making techniques be incorporated into a single drawing?
- How can students recognize successful elements in a drawing and repeat those elements in future drawings?
- How can students identify unsuccessful elements in a student's work and incorporate feedback to remedy those weaknesses?

Student Learning Objectives

Students will...

- *Identify pen and ink mark making techniques hatching, crosshatching, stipple, and scribble.*
- *Apply works or art utilizing pen and ink techniques in the Hawksbill Sea Turtle drawing.*
- *Apply works or art utilizing pen and ink techniques in the Mango drawing.*
- *Identify value and contrast and how value be successfully used in artmaking.*
- *Identify successful techniques and weaknesses in a work of art then provide feedback for improvement.*
- *Recognize and define the elements of art.*
- *Recognize and define the principles of design.*
- *Identify and interpret the definitions of basic terms in art.*

Suggested Activities

Unit project: Students will create value scales of 4 corresponding pen and ink techniques hatching, crosshatching, stipple, and scribble. Critiques daily, looking at student work and measuring success according to rubric. Applying criticisms and feedback Students will utilize these techniques drawing an apple, strawberry, mango, and Victorian cat over the course of the 10 weeks. Students will also assess and critique student work providing feedback on how students can improve the artwork.

Materials



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Paper, Micron pens/black gel ink pens, pencils, laptops, internet, promethean board, leveled texts

Assessments

Formative & Summative:

1.) Hawksbill Sea Turtle Drawing: Technique of choice (Formative)

2.) Mango Drawing: Technique of choice (Formative)

CRITERIA:	POOR 1	WEAK 2	MODERATE 3	GOOD 4	STRONG 5
1. Line. <i>Line weight and use of marks and mark-making techniques (hatching, cross-hatching, scribble, contour and cross-contour hatching).</i>	Inadequate use of mark-making techniques; no differentiation in line weight.	Mark-making techniques need improvement; line weight shows little differentiation.	Adequate use of mark-making techniques; several variations of line weight.	Proper use of mark-making techniques; a variety of line weights used.	Excellent use of mark-making techniques; a vast array of line weights used.
2. Dimensionality. <i>Use of shapes and forms to create depth and perspective.</i>	Only shapes used, image appears flat.	A combination of shapes and forms used, but needs improvement, image lacks cohesion.	Adequate use of shape and form to create initial areas of depth.	Proper use of shape and form to create feelings of depth and perspective.	Excellent use of shape and form to create depth and perspective.
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B. Materials and Technique. <i>Materials well used; technique is excellent.</i>	Materials used improperly and no clear sign of a particular technique.	Use of material is ineffective, and technique lacks proper skills for adequate completion	Adequate use of material and technique done well.	Proper use of material and technique is skillfully used.	Excellent use of materials and exemplary technique used due to a proficiency in skills.



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

<p>C. Composition. <i>Purposeful and unified composition.</i></p>	<p>Canvas/paper not used effectively; image is either too big or too small.</p>	<p>Use of canvas/paper need improvement; artist ran out of room or image was squeezed in ineffectively.</p>	<p>Adequate use of canvas/paper, image fits well within the picture plane.</p>	<p>Proper use of canvas/paper, image exhibits a sense of unity.</p>	<p>Image is unified due to an excellent use of canvas/appear.</p>
<p>D. Inventiveness, imagination. <i>The creation of an original and unique idea.</i></p>	<p>The image is copied directly from a reference image.</p>	<p>Artist uses inspiration to create their own take on a unique idea; completion of idea did not transfer to the final product.</p>	<p>The artist has an original idea, but it lacks imagination and falls flat as a final paper.</p>	<p>The artist has an original and inventive idea, and the final product is done well.</p>	<p>The artist's original idea is inventive and imaginative and is expressed in the final product.</p>
<p>E. Risk Taking, experimentation. <i>Choice and application of media.</i></p>	<p>Artists took no risk with their use of media.</p>	<p>The artist incorporated a mixed media approach, but the application needs improvement.</p>	<p>The artist incorporated a mixed media approach.</p>	<p>Proper incorporation an experimental technique.</p>	<p>Excellent incorporation of an experimental technique.</p>
<p>Overall Accomplishment</p>					

TOTAL SCORE: _____

MODIFICATIONS



Garfield Public Schools

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think aloud	Assistive	Parent	Collaborative teamwork	Assistive technology
Read aloud	technology	communication	Higher level questioning	Notes/summaries
Highlight key vocabulary	Notes/summaries	Modified assignments	Critical/Analytical thinking	Extended time
Annotation guides	Extended time	Counseling	tasks	Answer masking
Think-pair- share	Answer masking		Self-directed activities	Answer eliminator
Visual aides	Answer eliminator			Highlighter
Modeling	Highlighter			Color contrast
Cognates	Color contrast			Parent
				communication
				Modified assignments
				Counseling

Unit Overview

Content Area: Art

Unit Title: Pen and Ink Technique

Target Course/Grade Level: 8

4. Duration: 2.5 Weeks

Description: During this unit of study, students will review the basic elements of art and the principles of design. Specifically, students will identify the key terms that are the foundation for pen and ink techniques specifically hatching, crosshatching, stipple, and scribble techniques. Finally, students will begin to apply these techniques in their projects created throughout the ten-week course.

Enduring Understandings



Garfield Public Schools

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- For students to create a product, they must free-think and gather their thoughts.
- Practice working with a variety of drawing media pencils, markers, and ink.
- Clever design and strong composition transcend all media.
- Art is the common thread that ties together all other disciplines.

Learning Targets

New Jersey Student Learning Standards & Practices

- **1.5.8Re9a:** Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating work.
- **1.5.8.Cn10a:** Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
- **1.5.8Re8a:** Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- **1.5.8.Cr2a:** Demonstrate persistence and willingness to experiment and take risks during the artistic process.
- **1.5.8.Cr2c:** Apply, organize, and strategize methods for designing and redesigning objects, places, systems, images, and words to clearly communicate information to a diverse audience.
- **1.5.8.Cn11b:** Analyze and contrast how art forms are used to reflect global issues, including climate change.
- **1.5.8.Pr4a:** Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- **1.5.8.Cr1b:** Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies

NJSLS ELA

SL.K.1.A

SL.K.1.B

NJSLS Computer Science and Design Thinking

8.2.8.ED.1

8.2.8.ED.6

NJSLS Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.12

9.1.8.CR.2

Career Readiness Practices/21st Century Themes & Skills

-Act as a responsible and contributing community member & employee

-Consider the environment, social and economic impact of decisions

-Work productively in teams while using cultural/global competence

SEL Competencies

Self-awareness, self-management, responsible decision making, social awareness, and relationship skills



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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Essential Questions

- What determines a successful drawing and an unsuccessful drawing?
- How can value be incorporated into a work of art successfully?
- How can contrast be incorporated into a work of art successfully?
- What mark making technique is best for a given student's style of drawing?
- How can multiple mark making techniques be incorporated into a single drawing?
- How can students recognize successful elements in a drawing and repeat those elements in future drawings?
- How can students identify unsuccessful elements in a student's work and incorporate feedback to remedy those weaknesses?

Student Learning Objectives

Students will...

- *Identify pen and ink mark making techniques hatching, crosshatching, stipple, and scribble.*
- *Apply value scales incorporating 4 pen and ink techniques hatching, cross hatching, stipple, and scribble in a Double Apple drawing.*
- *Apply works of art utilizing pen and ink techniques in and Pomegranate drawings.*
- *Identify value and contrast and how value be successfully used in artmaking.*
- *Identify successful techniques and weaknesses in a work of art then provide feedback for improvement.*
- *Recognize and define the elements of art.*
- *Recognize and define the principles of design.*
- *Identify and interpret the definitions of basic terms in art.*

Suggested Activities

Unit project: Students will create value scales of 4 corresponding pen and ink techniques hatching, crosshatching, stipple, and scribble. Critiques daily, looking at student work and measuring success according to rubric. Applying criticisms and feedback Students will utilize these techniques drawing an apple, strawberry, mango, and Victorian cat over the course of the 10 weeks. Students will also assess and critique student work providing feedback on how students can improve the artwork.

Materials



Garfield Public Schools

Aligned to the 2020_ New Jersey Student Learning Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Paper, Micron pens/black gel ink pens, pencils, laptops, internet, promethean board, leveled texts

Assessments

Formative & Summative:

1.) Pomegranate Drawing: Technique of choice (Formative)

2.) Double Apple Drawing: Technique of choice (Formative)

CRITERIA:	POOR 1	WEAK 2	MODERATE 3	GOOD 4	STRONG 5
1. Line. <i>Line weight and use of marks and mark-making techniques (hatching, cross-hatching, scribble, contour and cross-contour hatching).</i>	Inadequate use of mark-making techniques; no differentiation in line weight.	Mark-making techniques need improvement; line weight shows little differentiation.	Adequate use of mark-making techniques; several variations of line weight.	Proper use of mark-making techniques; a variety of line weights used.	Excellent use of mark-making techniques; a vast array of line weights used.
2. Dimensionality. <i>Use of shapes and forms to create depth and perspective.</i>	Only shapes used, image appears flat.	A combination of shapes and forms used, but needs improvement, image lacks cohesion.	Adequate use of shape and form to create initial areas of depth.	Proper use of shape and form to create feelings of depth and perspective.	Excellent use of shape and form to create depth and perspective.
3. Value and Contrast. <i>Use of lights and darks to create a variety of tones and textures.</i>	No contrast due to little or no value.	Work lacks contrast and is due to minimal value.	Adequate use of lights and darks to create minimal contrast; several values used, but work lacks tone.	Proper use of lights and darks to create contrast; a variety of values used to create tone.	Excellent combination lights and darks to create contrast, a vast array of values used to create tone and texture.
4. Emphasis. <i>Evidence of thinking; clear visual intent</i>	No recognizable emphasis or evidence of thinking.	Unclear emphasis and intent of project shows minimal evidence of prior thinking.	Emphasis is clear, and intent is somewhat understandable due to the initial thought process.	Emphasis is clear and intent is understandable due to unmistakable evidence of thinking.	Emphasis is obvious and intent is clear due to distinct evidence of thinking.
B. Materials and Technique. <i>Materials well used; technique is excellent.</i>	Materials used improperly and no clear sign of a particular technique.	Use of material is ineffective, and technique lacks proper skills for adequate completion	Adequate use of material and technique done well.	Proper use of material and technique is skillfully used.	Excellent use of materials and exemplary technique used due to a proficiency in skills.



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<p>C. Composition. <i>Purposeful and unified composition.</i></p>	Canvas/paper not used effectively; image is either too big or too small.	Use of canvas/paper need improvement; artist ran out of room or image was squeezed in ineffectively.	Adequate use of canvas/paper, image fits well within the picture plane.	Proper use of canvas/paper, image exhibits a sense of unity.	Image is unified due to an excellent use of canvas/appear.
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TOTAL SCORE: _____

MODIFICATIONS



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- *Create works or art utilizing pen and ink techniques in a Victorian Cat and Corn drawing.*
- *Identify value and contrast and how value be successfully used in artmaking.*
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Assessments

Formative & Summative:

1.) Victorian Cat Drawing: Technique of choice (Formative)

2.) Corn Drawing: Technique of choice (Formative)

CRITERIA:	POOR 1	WEAK 2	MODERATE 3	GOOD 4	STRONG 5
1. Line. <i>Line weight and use of marks and mark-making techniques (hatching, cross-hatching, scribble, contour and cross-contour hatching).</i>	Inadequate use of mark-making techniques; no differentiation in line weight.	Mark-making techniques need improvement; line weight shows little differentiation.	Adequate use of mark-making techniques; several variations of line weight.	Proper use of mark-making techniques; a variety of line weights used.	Excellent use of mark-making techniques; a vast array of line weights used.
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TOTAL SCORE: _____



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MODIFICATIONS

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