

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

Marking Period 2

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



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Application of pen and ink mark making,	
Stipple, Mini activity value scale	2.5
Pomegranate Drawing and Double Apple	2.5
drawing.	
Application of pen and ink mark making,	
Scribble, Mini activity value scale	25
Endangered CC Climate change	2.5
Victorian Cat drawing and Corn drawing.	

Marking Period 3

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

Marking Period 4

Торіс	Number of Weeks		
Introduction to pen and ink mark making,	25		
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)	2.5
AAPI Asian Diversity	
Sea Turtle drawing and Mango drawing	
Application of pen and ink mark making,	
Stipple, Mini activity value scale	2.5
Pomegranate Drawing and Double Apple	2.5
drawing.	
Application of pen and ink mark making,	
Scribble, Mini activity value scale	2.5
Endangered CC Climate change	2.5
Victorian Cat drawing and Corn drawing.	

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.



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.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 SLK1A SLK1A SLK1B 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	WEAK	MODERATE	GOOD	STRONG
	1	2	3	4	5
1. Line. Line weight and use of marks and mark-making techniques (hatching, cross-hatching, scribble, contour and cross-contour hatching).	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</i> <i>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</i> <i>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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Materials well used; technique	particular	proper skills for	technique done	technique is	technique used due
is excellent.	technique.	adequate completion	well.	skillfully used.	to a proficiency in skills.
C. Composition. <i>Purposeful and unified</i> <i>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</i> <i>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</i> <i>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: _____

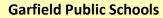


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MODIFICATIONS

		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.



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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? ٠ 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... ٠ 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. ٠ Identify successful techniques and weaknesses in a work of art then provide feedback for improvement. ٠ Recognize and define the elements of art. • Recognize and define the principles of design. ٠ Identify and interpret the definitions of basic terms in art. ٠ 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	WEAK	MODERATE	GOOD	STRONG
	1	2	3	4	5
1. Line.	Inadequate use of	Mark-making	Adequate use of mark-	Proper use of mark-	Excellent use of mark-
Line weight and use of marks and mark-	mark-making	techniques need	making techniques;	making techniques; a	making techniques; a
making techniques (hatching, cross-	techniques; no	improvement; line	several variations of	variety of line weights	vast array of line
hatching, scribble, contour and cross-	differentiation in line	weight shows little	line weight.	used.	weights used.
contour hatching).	weight.	differentiation.			
2. Dimensionality.	Only shapes used,	A combination of	Adequate use of shape	Proper use of shape	Excellent use of shape
Use of shapes and forms to create depth	image appears flat.	shapes and forms	and form to create	and form to create	and form to create
and perspective.		used, but needs	initial areas of depth.	feelings of depth and	depth and perspective.
		improvement, image		perspective.	
		lacks cohesion.			
3. Value and Contrast.	No contrast due to	Work lacks contrast	Adequate use of lights	Proper use of lights	Excellent combination
Use of lights and darks to create a variety	little or no value.	and is due to minimal	and darks to create	and darks to create	lights and darks to
of tones and textures.		value.	minimal contrast;	contrast; a variety of	create contrast, a vast
			several values used, but	values used to create	array of values used to
			work lacks tone.	tone.	create tone and texture.
4. Emphasis.	No recognizable	Unclear emphasis and	Emphasis is clear, and	Emphasis is clear and	Emphasis is obvious
Evidence of thinking; clear visual intent	emphasis or evidence	intent of project	intent is somewhat	intent is	and intent is clear due
	of thinking.	shows minimal	understandable due to	understandable due to	to distinct evidence of
		evidence of prior	the initial thought	unmistakable evidence	thinking.
		thinking.	process.	of thinking.	
B. Materials and Technique.	Materials used	Use of material is	Adequate use of	Proper use of material	Excellent use of
Materials well used; technique is	improperly and no	ineffective, and	material and technique	and technique is	materials and
excellent.	clear sign of a	technique lacks	done well.	skillfully used.	exemplary technique
	particular technique.				



		proper skills for adequate completion			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:						

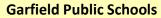


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MODIFICATIONS

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 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
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

- 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	Interdisciplinary New Jersey Student Learning Standards, Career
• 1.5.8Re9a: Create a convincing and logical argument to	Readiness Practices, SEL Competencies
support an evaluation of art. Explain the difference between	NJSLS ELA
personal and established criteria for evaluating work.	SL.K.1.A SL.K.1.B
• 1.5.8.Cn10a: Generate ideas to make art individually or	NJSLS Computer Science and Design Thinking
collaboratively to positively reflect a group's identity.	8.2.8.ED.1
• 1.5.8Re8a: Interpret art by analyzing how the interaction of	8.2.8.ED.6
subject matter, characteristics of form and structure, use of	NJSLS Career Readiness, Life Literacies, and Key Skills 9.2.8.CAP.12
media, art making approaches, and relevant contextual	9.1.8.CR.2
information contributes to understanding messages or ideas	
and mood conveyed.	Career Readiness Practices/21st Century Themes & Skills
• 1.5.8 Cr2a: Demonstrate persistence and willingness to	-Act as a responsible and contributing community member & employee
experiment and take risks during the artistic process.	-Consider the environment, social and economic impact of decisions
• 1.5.8.Cr2c: Apply, organize, and strategize methods for	-Work productively in teams while using cultural/global competence
designing and redesigning objects, places, systems, images,	SEL Competencies
and words to clearly communicate information to a diverse	Self-awareness, self-management, responsible decision making, social
audience.	awareness, and relationship skills
• 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.
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	WEAK	MODERATE	GOOD	STRONG
	1	2	3	4	5
1. Line.	Inadequate use of	Mark-making	Adequate use of mark-	Proper use of mark-	Excellent use of mark-
Line weight and use of marks and mark-	mark-making	techniques need	making techniques;	making techniques; a	making techniques; a
making techniques (hatching, cross-	techniques; no	improvement; line	several variations of	variety of line weights	vast array of line
hatching, scribble, contour and cross-	differentiation in line	weight shows little	line weight.	used.	weights used.
contour hatching).	weight.	differentiation.			
2. Dimensionality.	Only shapes used,	A combination of	Adequate use of shape	Proper use of shape	Excellent use of shape
Use of shapes and forms to create depth	image appears flat.	shapes and forms	and form to create	and form to create	and form to create
and perspective.		used, but needs	initial areas of depth.	feelings of depth and	depth and perspective.
		improvement, image		perspective.	
		lacks cohesion.			
3. Value and Contrast.	No contrast due to	Work lacks contrast	Adequate use of lights	Proper use of lights	Excellent combination
Use of lights and darks to create a variety	little or no value.	and is due to minimal	and darks to create	and darks to create	lights and darks to
of tones and textures.		value.	minimal contrast;	contrast; a variety of	create contrast, a vast
			several values used, but	values used to create	array of values used to
			work lacks tone.	tone.	create tone and texture.
4. Emphasis.	No recognizable	Unclear emphasis and	Emphasis is clear, and	Emphasis is clear and	Emphasis is obvious
Evidence of thinking; clear visual intent	emphasis or evidence	intent of project	intent is somewhat	intent is	and intent is clear due
	of thinking.	shows minimal	understandable due to	understandable due to	to distinct evidence of
		evidence of prior	the initial thought	unmistakable evidence	thinking.
		thinking.	process.	of thinking.	
B. Materials and Technique.	Materials used	Use of material is	Adequate use of	Proper use of material	Excellent use of
Materials well used; technique is	improperly and no	ineffective, and	material and technique	and technique is	materials and
excellent.	clear sign of a	technique lacks	done well.	skillfully used.	exemplary technique
	particular technique.	proper skills for			used due to a
		adequate completion			proficiency in skills.



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

TOTAL SCORE: _____

MODIFICATIONS



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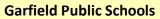
Modifications						
English Language Learners	Special Education	At-Risk	Gifted and Talented	504		
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think aloud Read aloud Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Special Education Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	At-RiskTeacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParentcommunicationModified assignmentsCounseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	S04Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParentcommunicationModified assignmentsCounseling		
		Unit Overview				
ontent Area: Art						
nit Title: Pen and Ink Technique						
arget Course/Grade Level: 8						
4. Duration: 2.5 Weeks						
escription: During this unit of stu entify the key terms that are the f nally, students will begin to apply	oundation for pen and	ink techniques specifica	lly hatching, crosshatching, stipple			

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	Interdisciplinary New Jersey Student Learning Standards, Career				
 1.5.8Re9a: Create a convincing and logical argument to 	Readiness Practices, SEL Competencies				
support an evaluation of art. Explain the difference between	NJSLS ELA				
personal and established criteria for evaluating work.	<u>SL.K.1.A</u> SL.K.1.B				
• 1.5.8.Cn10a: Generate ideas to make art individually or	NJSLS Computer Science and Design Thinking				
collaboratively to positively reflect a group's identity.	8.2.8.ED.1				
• 1.5.8Re8a: Interpret art by analyzing how the interaction of	8.2.8.ED.6				
subject matter, characteristics of form and structure, use of	NJSLS Career Readiness, Life Literacies, and Key Skills				
media, art making approaches, and relevant contextual	9.2.8.CAP.12 9.1.8.CR.2				
information contributes to understanding messages or ideas	9.1.0.CK.2				
and mood conveyed.	Career Readiness Practices/21st Century Themes & Skills				
 1.5.8 Cr2a: Demonstrate persistence and willingness to 	-Act as a responsible and contributing community member & employee				
experiment and take risks during the artistic process.	-Consider the environment, social and economic impact of decisions				
 1.5.8.Cr2c: Apply, organize, and strategize methods for 	-Work productively in teams while using cultural/global competence				
designing and redesigning objects, places, systems, images,					
and words to clearly communicate information to a diverse	SEL Competencies Self-awareness, self-management, responsible decision making, social				
audience.	awareness, and relationship skills				
• 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.					





	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?
٠	What mark making technique is best for a given student's style of drawing?
٠	How can multiple mark making techniques be incorporated into a single drawing?
٠	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
•	Apply value scales incorporating 4 pen and ink techniques hatching, cross hatching, stipple, and scribble in a Double Apple drawing. Apply works or 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
ritiqu Cuden	oject: Students will create value scales of 4 corresponding pen and ink techniques hatching, crosshatching, stipple, and scribble. es daily, looking at student work and measuring success according to rubric. Applying criticisms and feedback ts will utilize these techniques drawing an apple, strawberry, mango, and Victorian cat over the course of the 10 weeks. ts will also assess and critique student work providing feedback on how students can improve the artwork.
uden	is will also assess and charge staticity work providing jeedback on now staticities can improve the artwork.



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



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

TOTAL SCORE: _____

MODIFICATIONS



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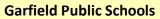
		Modifications		
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
English Language Learners Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think aloud Read aloud Highlight key vocabulary Annotation guides Think-pair- share Visual aides	Special EducationWord wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistivetechnologyNotes/summariesExtended timeAnswer maskingAnswer eliminator	At-Risk Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Gifted and Talented Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	504 Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter
Modeling Cognates	Highlighter Color contrast			Color contrast Parent communication Modified assignments Counseling
		Unit Overview		
Content Area: Art Jnit Title: Pen and Ink Technique Carget Course/Grade Level: 8				
.) Duration: 2.5 Weeks				
Description: During this unit of studentify the key terms that are the sinally, students will begin to apply	foundation for pen and	l ink techniques specifica	lly hatching, crosshatching, stipple	•

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	Interdisciplinary New Jersey Student Learning Standards, Career
 1.5.8Re9a: Create a convincing and logical argument to 	Readiness Practices, SEL Competencies
support an evaluation of art. Explain the difference between	NJSLS ELA
personal and established criteria for evaluating work.	SLK.1.A SLK.1.B
 1.5.8.Cn10a: Generate ideas to make art individually or 	NJSLS Computer Science and Design Thinking
collaboratively to positively reflect a group's identity.	8.2.8.ED.1
 1.5.8Re8a: Interpret art by analyzing how the interaction of 	8.2.8.ED.6
subject matter, characteristics of form and structure, use of	NJSLS Career Readiness, Life Literacies, and Key Skills 9.2.8.CAP.12
media, art making approaches, and relevant contextual	9.1.8.CR.2
information contributes to understanding messages or ideas	
and mood conveyed.	Career Readiness Practices/21st Century Themes & Skills
 1.5.8 Cr2a: Demonstrate persistence and willingness to 	-Act as a responsible and contributing community member & employee
experiment and take risks during the artistic process.	-Consider the environment, social and economic impact of decisions -Work productively in teams while using cultural/global competence
 1.5.8.Cr2c: Apply, organize, and strategize methods for 	-work productively in teams while using cultural/global competence
designing and redesigning objects, places, systems, images,	SEL Competencies
and words to clearly communicate information to a diverse	Self-awareness, self-management, responsible decision making, social
audience.	awareness, and relationship skills
• 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.	





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. Create value scales incorporating 4 pen and ink techniques hatching, cross hatching, stipple, and scribble. 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. 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.) Victorian Cat Drawing: Technique of choice (Formative)

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

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



		proper skills for adequate completion			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 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 assignment		
				Counseling		