



Glassboro Public Schools
Office of Curriculum and Instruction

Instructional Unit Map			
Course Title: Studio Art I			
Teacher	Shane Davis	Start Date	September
Unit Title	<u>Drawing</u>	Length of Unit	9-12 Weeks
Essential Questions	<ol style="list-style-type: none"> 1. How can the elements of art—Line, Shape, Space, and Value—be used to create visually engaging and meaningful drawings? 2. In what ways do the principles of design, such as contrast, pattern, and movement, enhance the effectiveness of a drawing? 3. What techniques and tools can be used to achieve a variety of effects in a drawing? 4. How does observing and drawing from life improve an artist’s understanding of proportion, perspective, and spatial relationships? 5. How can a drawing communicate an idea, emotion, or narrative to an audience? 		
Summative Assessments	<p>Primary Summative Assessments:</p> <p>Midpoint Reviews</p> <ul style="list-style-type: none"> • Objective: Students will participate in individual reviews with the instructor. They will present their sketchbooks as well as all relevant studies and completed works of art. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting. <p>Final Drawing Project</p> <ul style="list-style-type: none"> • Objective: Students will create a final artwork incorporating the tools and techniques practiced during the Unit. Students will be expected to apply an understanding of the Elements of Art and Principles of Designs discussed. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting. <p>Portfolio Submission</p>		

	<ul style="list-style-type: none"> • Objective: Students will compile a portfolio of their work from the unit, including practice exercises, studies, and completed projects, showing effort, growth, and skill development. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, Connecting.
Formative Assessment	<p>Daily Participation</p> <ul style="list-style-type: none"> • Students will be evaluated daily on their effort, participation, and engagement with the material. <p>Sketchbook Checks</p> <ul style="list-style-type: none"> • Objective: Evaluate students' sketchbooks for ongoing engagement with drawing exercises, experimentation with materials, and application of techniques and concepts. • Evaluation: Score based on effort, creativity, and completion of assigned tasks. <p>Written Artist Statements and Reflections</p> <ul style="list-style-type: none"> • Objective: Students will write artist statements or complete reflections after completing selected artworks or projects. • Evaluation: Assess for depth of understanding, clarity of expression, and connection to the lesson objectives. <p>Class Critiques</p> <ul style="list-style-type: none"> • Objective: Students will participate in a peer critique, providing constructive feedback and reflecting on their own work. • Evaluation: Grade based on active participation, thoughtful commentary, and ability to articulate an understanding of artistic principles.
Benchmark Assessment	<p>Pre-Assessment</p> <p>Objective: Gauge students' prior knowledge, skills, and attitudes toward drawing.</p> <p>Diagnostic Drawing Task</p> <ul style="list-style-type: none"> • Activity: Ask students to complete a simple observational drawing, such as a still life setup, their hand, or a basic geometric composition. • Purpose: Assess their ability to observe and render shapes, proportions, line quality, and value. • Insight Gained: <ul style="list-style-type: none"> ○ Basic technical skills (e.g., control of lines and shading). ○ Understanding of space, perspective, and composition. ○ Comfort level with drawing from observation. <p>Art Elements, Principles, and History Test</p> <ul style="list-style-type: none"> • Activity: Administer a test that assesses students' knowledge and understanding of the elements of art, principles of design, and basic art history. • Purpose: Evaluate familiarity with art terminology and concepts. • Insight Gained:

	<ul style="list-style-type: none"> ○ Understanding of foundational vocabulary. ○ Ability to analyze and recognize design principles.
Core Instructional Materials	<ul style="list-style-type: none"> • Edwards, Betty. <i>Drawing on the Right Side of the Brain</i>. 4th ed., Penguin, 2012. • Kleiner, Fred S., editor. <i>Gardner's Art Through the Ages</i>. 13th ed., Thomson Wadsworth, 2005. • Mittler, Gene A. <i>Art in Focus</i>. 4th ed., Glencoe/McGraw-Hill, 2000.
Core Supplemental Materials	<ul style="list-style-type: none"> • Sketchbooks • Drawing Paper, Tagboard, Watercolor Paper • Pencils, Lyra Pencils, Colored Pencils • Markers • Oil Pastels, Chalk Pastels • India Ink, Toothpicks • Paint Brushes, Sponges, Misc. Painting Tools
Pre-requisite Skills	<p>This is an introductory level class available to all 9-12 grade students. No pre-requisite skills or class are required to take this class.</p> <p>Potential Student Hurdles</p> <p>Limited Prior Knowledge of Art Concepts</p> <ul style="list-style-type: none"> • Some students may not have been exposed to the elements of art or principles of design. • Hurdle: Difficulty grasping foundational art vocabulary and applying these concepts. <p>Lack of Drawing Experience</p> <ul style="list-style-type: none"> • Students may have varying levels of experience and confidence with drawing tools. • Hurdle: Inexperienced students might feel intimidated or frustrated when compared to peers with more advanced skills. <p>Limited Fine Motor Skills</p> <ul style="list-style-type: none"> • Some students may struggle with hand control or precision, which can affect their ability to draw clean lines, create smooth shading, or manage intricate patterns. • Hurdle: Difficulty executing techniques like hatching, cross-hatching, or controlled ink work. <p>Fixed Mindsets About Talent vs. Skill</p> <ul style="list-style-type: none"> • Students may believe that artistic ability is an innate talent rather than a skill that can be developed with practice. • Hurdle: Hesitation to engage fully in exercises or fear of failure. <p>Time Management and Focus</p> <ul style="list-style-type: none"> • Some students may struggle to pace themselves, rushing through projects or becoming overwhelmed by detailed assignments. • Hurdle: Difficulty balancing quality with productivity and staying engaged throughout the process. <p>Accessibility and Learning Differences</p>

	<ul style="list-style-type: none"> Students with learning differences or visual impairments may require modified instructions, tools, or additional support. Hurdle: Challenges to understanding instructions or performing tasks without accommodation. <p>Lack of Interest or Motivation</p> <ul style="list-style-type: none"> Students taking this course as a requirement may not feel personally invested in the subject. Hurdle: Apathy toward assignments and reluctance to put in effort. <p>Strategies to Address Hurdles</p> <ul style="list-style-type: none"> Provide explicit instruction on art concepts with visuals and examples. Incorporate differentiated tasks to accommodate various skill levels. Emphasize process over product to build confidence. Offer scaffolding and practice exercises to develop fine motor skills. Create a supportive classroom environment that celebrates effort and growth. Include engaging activities and connect lessons to students' interests to increase motivation. 	
Assessment and Instructional Scaffolds	English Language Learners	Special Education Students (Students with IEPs and 504s)
	<p><u>Visual Aids and Demonstrations</u></p> <ul style="list-style-type: none"> Use step-by-step visuals, diagrams, and live demonstrations for all instructions. Label visuals with vocabulary terms. <p><u>Simplified Language and Sentence Frames</u></p> <ul style="list-style-type: none"> Provide instructions in simple, concise language. Offer sentence starters for critiques. <p><u>Bilingual Resources</u></p> <ul style="list-style-type: none"> Supply bilingual glossaries for art terminology or use translation apps for key concepts. <p><u>Peer Support and Group Work</u></p> <ul style="list-style-type: none"> Pair ELLs with supportive peers for collaboration and explanation. <p><u>Assessments</u></p> <ul style="list-style-type: none"> Allow responses to written reflections or critiques in their native language if needed. Assess based on demonstration of concepts rather than language proficiency. 	<p><u>Chunked Instructions</u></p> <ul style="list-style-type: none"> Break tasks into smaller, manageable steps. Provide a checklist for multi-step assignments <p><u>Adapted Tools</u></p> <ul style="list-style-type: none"> Offer adaptive tools such as pencil grips or thicker markers for fine motor challenges. <p><u>Extended Time</u></p> <ul style="list-style-type: none"> Provide additional time for projects and assessments. <p><u>Flexible Seating and Environment</u></p> <ul style="list-style-type: none"> Allow students to choose quieter spaces or sit near the teacher for extra support. <p><u>Frequent Check-Ins</u></p> <ul style="list-style-type: none"> Monitor progress regularly to ensure understanding and provide immediate feedback. <p><u>Modified Expectations</u></p> <ul style="list-style-type: none"> Adjust rubric criteria.
	Students at Risk of School Failure	Gifted and Talented Students
	<p><u>Guided Practice</u></p> <ul style="list-style-type: none"> Begin projects with structured warm-up exercises or partially completed templates. 	<p><u>Open-Ended Challenges</u></p>

	<p><u>Frequent Feedback</u></p> <ul style="list-style-type: none"> • Provide consistent, formative feedback to build confidence and guide improvement. <p><u>Access to Exemplars</u></p> <ul style="list-style-type: none"> • Share examples of completed work at varying skill levels to model expectations. <p><u>Simplified Objectives</u></p> <ul style="list-style-type: none"> • Focus on simpler goals and outcomes for each assignment. <p><u>Peer Support</u></p> <ul style="list-style-type: none"> • Pair struggling learners with more confident peers during collaborative activities. 	<ul style="list-style-type: none"> • Offer optional extension tasks that allow for creative exploration, such as experimenting with mixed media or advanced techniques. <p><u>Independent Projects</u></p> <ul style="list-style-type: none"> • Encourage advanced students to propose their own projects related to the unit. <p><u>Leadership Opportunities</u></p> <ul style="list-style-type: none"> • Assign roles in group critiques or ask advanced learners to mentor peers. <p><u>Enrichment Activities</u></p> <ul style="list-style-type: none"> • Provide additional resources, such as artist biographies, masterwork studies, or online tutorials for self-guided learning. <p><u>Higher-Order Thinking Prompts</u></p> <ul style="list-style-type: none"> • Challenge them to analyze how professional artists develop work and apply similar techniques.
Differentiated Instructional Methods	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p><u>Visual Resources</u></p> <ul style="list-style-type: none"> • Provide examples of professional and student artwork that illustrate the elements of art and principles of design. • Use charts, diagrams, and infographics to break down drawing techniques step-by-step. • Create a visual vocabulary wall with labeled examples of key concepts (e.g., contrast, pattern). <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> • Offer structured exercises, such as line practice, shading drills, and perspective studies. • Use teacher-led demonstrations to model processes like blending, cross-hatching, or creating movement. <p><u>Digital Tools</u></p> <ul style="list-style-type: none"> • Provide access to drawing tutorials, apps, or websites that offer step-by-step guides and interactive learning. • Use slide decks or instructional videos for students to revisit concepts at their own pace. 	<p><u>Visual Projects</u></p> <ul style="list-style-type: none"> • Students create final artworks (e.g., still-life drawing, abstract pattern composition) that demonstrate mastery of techniques. • Sketchbooks are used to showcase practice, experimentation, and idea development. <p><u>Written Reflections</u></p> <ul style="list-style-type: none"> • Assign artist statements explaining their choices and process in their final project. • Use journals for students to reflect on their growth, challenges, and successes. <p><u>Verbal Communication</u></p> <ul style="list-style-type: none"> • Facilitate peer critiques and discussions where students articulate their understanding of artistic concepts. • Use student presentations where they analyze and explain their work or a selected artist's use of elements and principles. <p><u>Collaborative Work</u></p>

	<p><u>Flexible Grouping</u></p> <ul style="list-style-type: none"> Organize small-group rotations where students work with peers, receive direct instruction, or explore independently. Pair advanced learners with struggling learners for peer modeling. <p><u>Choice in Materials</u></p> <ul style="list-style-type: none"> Allow students to choose from a variety of materials based on their comfort and interest. <p><u>Multi-Sensory Activities</u></p> <ul style="list-style-type: none"> Use hands-on activities to engage tactile and kinesthetic learners. 	<ul style="list-style-type: none"> Group projects where students create a shared piece incorporating line, pattern, and contrast. Team critiques where students evaluate each other's work using constructive feedback. <p><u>Digital Products</u></p> <ul style="list-style-type: none"> Students document and share their process digitally through photos or videos. Advanced students may create digital portfolios showcasing their unit work. <p><u>Choice Boards</u></p> <ul style="list-style-type: none"> Provide multiple options for project types to allow students to select based on their strengths and interests.
Integration of Technology	<p>Instructional Tools and Resources:</p> <p><u>Online Tutorials and Demonstrations</u></p> <ul style="list-style-type: none"> Resources: Platforms like YouTube, Art21, or Skillshare for drawing technique tutorials. Purpose: Offer step-by-step guides and supplemental learning for struggling or advanced learners. <p><u>Interactive Presentations</u></p> <ul style="list-style-type: none"> Tools: Google Slides, Canva, Kahoot, MagicSchool. Purpose: Present the information on the unit through presentations, videos, and interactive quizzes. <p><u>Virtual Museum Tours</u></p> <ul style="list-style-type: none"> Resources: Websites like Google Arts & Culture or individual museum sites (e.g., The Met, MoMA). Purpose: Inspire students by analyzing how professional artists develop and create work. <p>Assessment and Feedback</p> <p><u>Digital Portfolios</u></p> <ul style="list-style-type: none"> Tools: Google Sites, Artsonia. Purpose: Students document and submit their sketches, practice exercises, and final projects digitally for teacher and peer feedback. <p><u>Collaborative Critiques</u></p> <ul style="list-style-type: none"> Tools: Google Docs, Schoology. 	

	<ul style="list-style-type: none"> • Purpose: Facilitate virtual critiques where students upload images of their work and provide feedback through comments or sticky notes. <p><u>Rubric and Feedback Management</u></p> <ul style="list-style-type: none"> • Tools: Schoology, Google Classroom • Purpose: Use rubrics to assess work digitally and provide individualized feedback. <p>Documentation and Sharing</p> <p><u>Time-Lapse Recordings</u></p> <ul style="list-style-type: none"> • Tools: Digital Camera. • Purpose: Encourage students to record their drawing process, reflecting on how their work develops over time. <p><u>Classroom Blog</u></p> <ul style="list-style-type: none"> • Tools: Google Sites, Artsonia. • Purpose: Share student work with peers, families, and the school community. <p><u>QR Code Integration</u></p> <ul style="list-style-type: none"> • Tools: QR code generators. • Purpose: Students attach QR codes to their final pieces, linking to process videos or artist statements.
Career Readiness, Life Literacies, and Key Skills	<p><u>Creativity and Innovation</u></p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p> <ul style="list-style-type: none"> • Core Idea: With a growth mindset, failure is an important part of success. <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p> <ul style="list-style-type: none"> • Core Idea: Innovative ideas or innovation can lead to career opportunities. <p><u>Critical Thinking and Problem-solving</u></p> <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <ul style="list-style-type: none"> • Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. <p><u>Digital Citizenship</u></p> <p>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</p> <ul style="list-style-type: none"> • Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities.

	<p><u>Technology Literacy</u></p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p> <ul style="list-style-type: none"> Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
Interdisciplinary Connections	<p>MATH- Modeling with Geometry (G-MG)</p> <p>A. Apply geometric concepts in modeling situations</p> <ul style="list-style-type: none"> 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

Instructional Pacing Guide			
Activity Title	NJSLS	Learning Objectives	Student Activities
<p>Line Drawing</p> <p>Blind Contour Contour Cross Contour Gesture</p>	<p>1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.</p> <p>1.5.12prof.Cr2b - Demonstrate an understanding of the importance of balancing freedom and responsibility in the creative process.</p> <p>1.5.12prof.Re8a - Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	<ul style="list-style-type: none"> Students will identify and analyze different types of lines (blind contour, contour, continuous line, gesture) in artworks. Students will experiment with various mark-making techniques using pencils, pens, and other drawing media. Students will create drawings from direct observation, focusing on accuracy. Students will use line weight and variation to create depth, texture, and emphasis in a composition. Students will explore and analyze artworks by relevant artists who incorporated successful use of line in their artwork. 	<p>Create</p> <ul style="list-style-type: none"> Drawing Exercises: Students will complete various exercises to build skill in drawing and gain an understanding of line's function within art. (Gesture drawing, blind contour drawing, etc.) Observational Drawing: Students will create drawings from observation, focusing on contour lines. <p>Present</p> <ul style="list-style-type: none"> Students will present their work (during Gallery Walks, Art Critiques, etc.) in order to give and receive feedback. Artwork may be displayed at school events that align with the timeframe. <p>Respond</p> <ul style="list-style-type: none"> Self-Reflection: Students will answer questions reflecting on their

			<p>processes, techniques, and experiences.</p> <p>Connect</p> <ul style="list-style-type: none"> Art History Exploration: Students will explore various artists who emphasize the element of line in their artwork.
<p>Shape</p> <p>Composition</p> <p>Positive/Negative Space</p> <p>Notan Designs</p> <p>Abstract Art</p>	<p>1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors.</p> <p>1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</p> <p>1.5.12prof.Re9a - Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>1.5.12prof.Cn10a - Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<ul style="list-style-type: none"> Students will differentiate between geometric and organic shapes and analyze their use in art. Students will create compositions that emphasize positive and negative space using shape. Students will learn to simplify objects into their basic shapes while observing a still life. Students will understand how to use shape to create a balanced composition. Students will study Abstract artists and analyze their use of shape in building compositions. 	<p>Create</p> <ul style="list-style-type: none"> Positive/Negative Space: Students will explore this idea through Notan designs. Still Life Drawing: Students will learn to simplify objects into their basic shapes, learning about composition and abstract design. <p>Present</p> <ul style="list-style-type: none"> Students will present their work (during Gallery Walks, Art Critiques, etc.) in order to give and receive feedback. Artwork may be displayed at school events that align with the timeframe. <p>Respond</p> <ul style="list-style-type: none"> Self-Reflection: Students will answer questions reflecting on their processes, techniques, and experiences. <p>Connect</p> <ul style="list-style-type: none"> Students will explore connections between art and geometry while studying geometric shapes. Students will explore connections between art and nature while

			studying organic and biomorphic shapes.
Value Value Scales Value Study Chiaroscuro Shading Techniques	1.5.12prof.Cr1a - Use multiple approaches to begin creative endeavors. 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation. 1.5.12prof.Pr4a - Analyze, select, and curate artifacts and/or artworks for presentation and preservation. 1.5.12prof.Cn11a - Describe how knowledge of culture, traditions, and history may influence personal responses to art.	<ul style="list-style-type: none"> Students will define and apply value scales to show a full range of light and dark in their drawings. Students will use shading techniques (hatching, cross-hatching, stippling, blending) to create the illusion of three-dimensional form. Students will analyze and apply chiaroscuro techniques to enhance contrast and realism in drawings. Students will demonstrate an understanding of light logic (highlights, midtones, core shadows, cast shadows, and reflected light) in a value study. Students will create fully rendered drawings that applies a full range of values to achieve depth and form. Students will respond to artworks by significant artists who utilized techniques like chiaroscuro in their work, focusing on their use of value and shading. 	Create <ul style="list-style-type: none"> Value Scales: Students will study value by creating value scales in pencil. Value Studies: Students will observe simple objects and learn to render them by creating contrast with value. Shading Techniques- Students will learn shading techniques including hatching, cross-hatching, and stippling. Finished drawings- Students will create 1-2 finished drawings showcasing these techniques and ideas. Present <ul style="list-style-type: none"> Students will present their work (during Gallery Walks, Art Critiques, etc.) in order to give and receive feedback. Artwork may be displayed at school events that align with the timeframe. Respond <ul style="list-style-type: none"> Self-Reflection: Students will answer questions reflecting on their processes, techniques, and experiences. Connect <ul style="list-style-type: none"> Students will study relevant artists through history who have used shading, value, and contrast in their work.

