Glassboro Public Schools
Office of Curriculum and Instruction

Instructional Unit Map

Course Title: Studio Art II

Teacher	Shane Davis	**Start Date**	September
Unit Title	Drawing II	**Length of Unit**	9-12 Weeks
Essential Questions	1. What techniques can be used to create depth, proportion, and accuracy in drawing? 2. How does studying light, shadow, and texture deepen your understanding of form? 3. What role does mark-making play in creating mood, movement, and texture in a drawing? 4. How can artists interpret what they see to create drawings that are both realistic and expressive? 5. How can reviewing your work and receiving feedback help refine your drawing skills?		
Summative Assessments	**Primary Summative Assessments:** Midpoint Reviews • 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. Final Drawing Project • 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. Portfolio Submission • 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	Daily Participation • Students will be evaluated daily on their effort, participation, and engagement with the material. Sketchbook Checks • 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. Written Artist Statements and Reflections • 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. Class Critiques • 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	**Pre-Assessment**
	Objective: Gauge students' prior knowledge, skills, and attitudes toward drawing.
	
	Diagnostic Drawing Task
	• 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:
	    ○ Basic technical skills (e.g., control of lines and shading).
	    ○ Understanding of space, perspective, and composition.
	    ○ Comfort level with drawing from observation.
	
	Art Elements, Principles, and History Test
	• 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:
	    ○ Understanding of foundational vocabulary.
	    ○ Ability to analyze and recognize design principles.

Core Instructional Materials	• Edwards, Betty. *Drawing on the Right Side of the Brain*. 4th ed., Penguin, 2012. • Kleiner, Fred S., editor. *Gardner's Art Through the Ages*. 13th ed., Thomson Wadsworth, 2005. • Mittler, Gene A. *Art in Focus*. 4th ed., Glencoe/McGraw-Hill, 2000.
Core Supplemental Materials	• Sketchbooks • Drawing Paper, Tagboard, Watercolor Paper • Pencils, Lyra Pencils, Colored Pencils • Markers • Charcoal • Oil Pastels, Chalk Pastels • India Ink, Toothpicks • Paint Brushes, Sponges, Misc. Painting Tools
Pre-requisite Skills	Pre-requisite Course: **Studio Art I** **Potential Student Hurdles** Limited Prior Knowledge of Art Concepts • 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. Lack of Drawing Experience • 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. Limited Fine Motor Skills • 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. Fixed Mindsets About Talent vs. Skill • 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. Time Management and Focus • 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. Accessibility and Learning Differences • 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. Lack of Interest or Motivation

	• 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. **Strategies to Address Hurdles** • 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)**
	Visual Aids and Demonstrations • Use step-by-step visuals, diagrams, and live demonstrations for all instructions. • Label visuals with vocabulary terms. Simplified Language and Sentence Frames • Provide instructions in simple, concise language. • Offer sentence starters for critiques. Bilingual Resources • Supply bilingual glossaries for art terminology or use translation apps for key concepts. Peer Support and Group Work • Pair ELLs with supportive peers for collaboration and explanation. Assessments • Allow responses to written reflections or critiques in their native language if needed. • Assess based on demonstration of concepts rather than language proficiency.	Chunked Instructions • Break tasks into smaller, manageable steps. • Provide a checklist for multi-step assignments Adapted Tools • Offer adaptive tools such as pencil grips or thicker markers for fine motor challenges. Extended Time • Provide additional time for projects and assessments. Flexible Seating and Environment • Allow students to choose quieter spaces or sit near the teacher for extra support. Frequent Check-Ins • Monitor progress regularly to ensure understanding and provide immediate feedback. Modified Expectations • Adjust rubric criteria.
	Students at Risk of School Failure	**Gifted and Talented Students**
	Guided Practice • Begin projects with structured warm-up exercises or partially completed templates. Frequent Feedback • Provide consistent, formative feedback to build confidence and guide improvement. Access to Exemplars	Open-Ended Challenges • Offer optional extension tasks that allow for creative exploration, such as experimenting with mixed media or advanced techniques. Independent Projects • Encourage advanced students to propose their own projects related to the unit.

	• Share examples of completed work at varying skill levels to model expectations. Simplified Objectives • Focus on simpler goals and outcomes for each assignment. Peer Support • Pair struggling learners with more confident peers during collaborative activities.	Leadership Opportunities • Assign roles in group critiques or ask advanced learners to mentor peers. Enrichment Activities • Provide additional resources, such as artist biographies, masterwork studies, or online tutorials for self-guided learning. Higher-Order Thinking Prompts • 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)
	Visual Resources • 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. Guided Practice • Offer structured exercises. • Use teacher-led demonstrations to model processes. Digital Tools • 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. Flexible Grouping • Organize small-group rotations where students work with peers, receive direct instruction, or explore independently. • Pair advanced learners with struggling learners for peer modeling. Choice in Materials	Visual Projects • Students create final artworks that demonstrate mastery of techniques. • Sketchbooks are used to showcase practice, experimentation, and idea development. Written Reflections • Assign artist statements explaining their choices and process in their final project. • Use journals for students to reflect on their growth, challenges, and successes. Verbal Communication • 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. Collaborative Work • Group projects where students create a shared piece incorporating specific elements of art. • Team critiques where students evaluate each other's work using constructive feedback. Digital Products

	• Allow students to choose from a variety of materials based on their comfort and interest. Multi-Sensory Activities • Use hands-on activities to engage tactile and kinesthetic learners.	• Students document and share their process digitally through photos or videos. • Advanced students may create digital portfolios showcasing their unit work. Choice Boards • Provide multiple options for project types to allow students to select based on their strengths and interests.
Integration of Technology	**Instructional Tools and Resources:** Online Tutorials and Demonstrations • 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. Interactive Presentations • Tools: Google Slides, Canva, Kahoot, MagicSchool. • Purpose: Present the information on the unit through presentations, videos, and interactive quizzes. Virtual Museum Tours • 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. **Assessment and Feedback** Digital Portfolios • Tools: Google Sites, Artsonia. • Purpose: Students document and submit their sketches, practice exercises, and final projects digitally for teacher and peer feedback. Collaborative Critiques • Tools: Google Docs, Schoology. • Purpose: Facilitate virtual critiques where students upload images of their work and provide feedback through comments or sticky notes. Rubric and Feedback Management • Tools: Schoology, Google Classroom • Purpose: Use rubrics to assess work digitally and provide individualized feedback.	

	Documentation and Sharing Time-Lapse Recordings • Tools: Digital Camera. • Purpose: Encourage students to record their drawing process, reflecting on how their work develops over time. Classroom Blog • Tools: Google Sites, Artsonia. • Purpose: Share student work with peers, families, and the school community. QR Code Integration • 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	Creativity and Innovation 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. • Core Idea: With a growth mindset, failure is an important part of success. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. • Core Idea: Innovative ideas or innovation can lead to career opportunities. Critical Thinking and Problem-solving 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. • Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Digital Citizenship 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. • Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities. Technology Literacy 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 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. • 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	ELA- W.11-12.3.
	• Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.
	MATH- Congruence (G.CO)
	D. Make Geometric Constructions-
	• 12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

Instructional Pacing Guide

Activity Title	NJSLS	Learning Objectives	Student Activities
Experimental Drawing Non-traditional tools Layered mark-making Automatic Drawing	1.5.12acc.Cr3a: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.	• Students will explore unconventional tools and techniques to expand their understanding of mark-making. • Students will develop an awareness of materiality in drawing by using non-traditional media. • Students will create layered, dynamic compositions that incorporate experimental methods. • Students will evaluate the impact of different surfaces and tools on expressive mark-making.	Create • Blind & Non-Dominant Hand Drawing: Encouraging intuitive mark-making and reducing reliance on perfection. • Automatic & Intuitive Drawing: Exploring surrealist techniques to access the subconscious. Present • Collaborative Drawing Games: Engaging in exercises like exquisite corpse to explore unpredictability and spontaneity. Respond • Critique & Reflection: Analyzing experimental works through class discussions and self-reflection. Connect • Historical & Contemporary Connections: Researching artists who

			use experimental drawing techniques to push boundaries.
Observational Drawing Linear Perspective Proportion Charcoal Techniques	1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. 1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	• Students will apply perspective techniques to create accurate spatial depth in drawings. • Students will use proportional measuring methods to enhance accuracy in observational drawings. • Students will develop mastery of charcoal techniques to create realistic value and texture. • Students will analyze the relationship between light and form to improve depth and contrast in their work.	Create • Perspective Challenges: Completing exercises in one-point, two-point, and atmospheric perspective. • Proportion and Measuring: Using sighting techniques and grid methods to enhance observational accuracy. • Charcoal Rendering: Creating detailed charcoal drawings that emphasize value, contrast, and form. Present • Class Critique on Spatial Accuracy: Discussing the effectiveness of depth and proportion in completed drawings. Respond • Peer Feedback: Engaging in structured critique sessions to analyze strengths and areas for growth. Connect • Mathematical & Scientific Applications: Exploring the role of perspective in architecture, engineering, and visual storytelling.
Artistic Voice Narrative Drawing	1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking	• Students will explore storytelling in visual art through composition, symbolism, and sequencing.	Create • Sequential Art & Storytelling: Developing a short visual narrative using a series of drawings.

	established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept. 1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 1.5.12acc.Pr4a: Analyze, select and critique personal artwork for a collection or portfolio presentation. 1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.	• Students will develop a personal artistic voice by integrating narrative elements into their drawings. • Students will experiment with mixed-media and layered techniques to enhance storytelling. • Students will analyze how artists use visual storytelling to convey meaning and emotion.	• Symbolism in Art: Creating compositions that use symbolic imagery to enhance meaning. Present • Gallery Display & Peer Review: Showcasing work in an exhibition or class critique. Respond • Comparative Analysis: Studying historical and contemporary art through a narrative lens. Connect • Cultural & Historical Contexts: Exploring how different cultures use art to tell stories. • Cross-Disciplinary Links: Connecting narrative drawing to literature, film, and graphic novels.