

# Dynamite Drawing

## Visual Arts

### Grades 1 & 2

#### Elective Overview:

Students will expand their knowledge of drawing by exploring different types of drawings, subjects and materials. In the process of learning about drawing, students will also be refining fine motor skills and learn to work like an artist. This class focuses not only on the three basic drawing subjects (still-life, portrait and landscape), but also explores figure drawing, pattern/zentangle, and abstract drawing, all while having fun!

Approved by the Montclair Board of Education: August 2019



**Montclair Public School Elective Overview**

**Instructional Plan**

**Course: Dynamite Drawing**

**Marking Period or Trimester: one trimester**

**Pacing: 8 weeks**

**NJSLS**

**Anchor Standard**

**Strand 1: Creative Process 1.1- 1.1.2.D.1, 1.1.2.D.2**

**Strand 2: History of Arts and Culture 1.2- 1.2.2.A.1**

**Strand 3: Performing 1.3- 1.3.2.D.1, 1.3.2.D.2, 1.3.2.D.3, 1.3.2.D.4,**

**Strand 4: Aesthetic Responses & Critique Methodologies 1.4- 1.4.2.A.2, 1.4.2.A.3, 1.4.2.B.1, 1.4.2.B.2**

**Framing the Learning**

<b>Timeframe</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Week one &amp; two</b>	<b>The characteristics, elements and definition of different visual art forms with a focus on a still life.</b>	<b>When I look at all forms of visual art can I see how the elements and principles have been applied?</b>	<b>Understanding the elements and principles of design provide the tools for visual expression.</b>

<b>Week three &amp; four</b>	<b>The characteristics, elements and definition of different visual art forms with a focus on a landscape.</b>	<b>How do the elements and principles help create a meaningful piece of art?</b>	<b>Through visual creation I can express myself.</b>
<b>Week five &amp; six</b>	<b>The characteristics, elements and definition of different visual art forms with a focus on a self portrait.</b>	<b>How do the elements and principles help create a meaningful piece of art?</b>	<b>Through visual creation I can express myself.</b>
<b>Week seven &amp; eight</b>	<b>The characteristics, elements and definition of different visual art forms with a focus on an abstract.</b>	<b>How do I use the elements and principles of design to create effective art works?</b>	<b>Through visual creation I can express myself.</b>

**Evidence of Learning**

Students will be quizzed on elements and definitions of four art forms. Students will create at least one of each art form of the following: still life, landscape, self portrait, and abstract.

**Activities**

Students will observe different forms of art and learn the definitions and elements. Students will then create different art forms using all the required elements and principles. Students will create a still life, landscape, self portrait, and abstract.

**DIFFERENTIATION**

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading and tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports</li> <li>● NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

