

**Unit Framework**  
**Moline School District No. 40**

***\*\*Please do not alter any information in BOLD within this document. \*\****

<b><u>Unit Information</u></b>																		
<b><u>Unit Title:</u></b> charcoal drawing																		
<b><u>Grade Level:</u></b> 8th grade																		
<b><u>Unit Writers:</u></b> Luanne Gritton																		
<b><u>Timeframe:</u></b> 5-7 days																		
<b><u>Unit Overview:</u></b> By the end of this unit, students can produce a charcoal drawing of an animal using value to create depth and texture.																		
<b><u>Targeted Learning</u></b>																		
<ul style="list-style-type: none"><li>• What do my students need to know and be able to do?</li></ul>																		
<b><u>Standards:</u></b> ( <a href="#">CCSS</a> , <a href="#">ELD</a> , and/or <a href="#">Spanish Language Arts</a> , <a href="#">KIDS</a> )																		
Add to table if necessary																		
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="text-align: left; padding: 5px;">Standard (highlight or underline nouns and verbs)</th><th style="text-align: left; padding: 5px;">Learning Targets and Depth of Knowledge Level (<a href="#">DOK</a>)</th><th style="text-align: left; padding: 5px;">Key Academic Vocabulary</th></tr></thead><tbody><tr><td style="padding: 5px;">Creating #1, 2, 3</td><td style="padding: 5px;">Extended Thinking Level 4- design and create</td><td style="padding: 5px;">Gesture, underdrawing, foundation</td></tr><tr><td style="padding: 5px;">Presenting #5</td><td style="padding: 5px;">Skill Concept Level 2- organize and display</td><td style="padding: 5px;">Line quality/texture, background, value</td></tr><tr><td style="padding: 5px;">Responding #9</td><td style="padding: 5px;">Strategic Thinking Level 3- assess, critique</td><td style="padding: 5px;">reflection</td></tr><tr><td style="padding: 5px;">Connecting #11</td><td style="padding: 5px;">Recall Level 1- use, recall, relate</td><td style="padding: 5px;">Culture (Cultural animals)</td></tr></tbody></table>				Standard (highlight or underline nouns and verbs)	Learning Targets and Depth of Knowledge Level ( <a href="#">DOK</a> )	Key Academic Vocabulary	Creating #1, 2, 3	Extended Thinking Level 4- design and create	Gesture, underdrawing, foundation	Presenting #5	Skill Concept Level 2- organize and display	Line quality/texture, background, value	Responding #9	Strategic Thinking Level 3- assess, critique	reflection	Connecting #11	Recall Level 1- use, recall, relate	Culture (Cultural animals)
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<b><u>Prior Knowledge:</u></b> In elementary school, all students have had at least some level of introduction to value and texture through mark making/line(s).																		
<b><u>Lesson Framework:</u></b>																		

- What instruction and experiences will you provide students to be successful on the interim tasks, and how will you know you have enough time to do this?

### **Concepts/Content:**

By the end of this unit, students can produce a charcoal drawing of an animal using value to create depth and texture.

They will also be able to identify the different supplies used throughout the project and how to use them. These include: conte, vine charcoal, compressed charcoal, and chalk.

### **Unit Calendar:**

#### **LAST FULL DAY OF PREVIOUS PROJECT'S STUDIO:**

- Show example board so they can begin to generate an idea for their project
- Continue with studio time for the previous project. Students that are ready to move on can do research for their charcoal drawing and print an image to use as a reference photo.

#### **DAY 1:**

- Have different approaches worksheet on overhead and show gesture drawing sheets as well.
- Show examples from previous students and discuss different approaches to achieve success.
- Continue with studio time for the previous project. Students that are ready to move on can do research for their charcoal drawing and print an image to use as a reference photo.

#### **DAY 2:**

- Demonstrate how to crop a picture and divide your picture and your paper in 4's to begin.
- Demonstrate a gesture Drawing and underdrawing. Use board to go over tips for successful gesture/underdrawing.
- Students who are ready can begin and others should continue with one last chunk of studio time for their previous project.

#### **DAY 3:**

- Vocabulary check worksheet. (matching word to its meaning)
- Studio work time. (All should be on charcoal)

#### **Day 4:**

- Demonstrate foundation and show examples of the differences between gesture/underdraw and foundation. Use board to go over tips for successful foundation.
- Studio work time.

**Day 5:**

- Demonstrate Texture and explain using board of examples.
- Studio work time.

**Day 6:**

- Introduce artist JIM DINE and show his work.
- Studio work time.

**Day 7:**

- Explain different background options. (show board that lists examples) Make sure they know to see me to spray it.
- Studio work time.

**Day 8:**

- Explain/remind how to fill out their written evaluation and turn it in with their project & that some students will be receiving “critique cards” to do a verbal evaluation with me(and possibly another student).
- Continue with Studio. If anyone finishes early, they are to complete the weekly sketchbook assignment and then select something from the “Choice Board”.

**Performance-Based Assessments:**

- How will we know if our students can meet or exceed the standards?

**Interim Performance-Based Task(s) / Assessment:**

Sample sketches, exit tickets, daily bellringers, individual assistance, project self-evaluation/quiz

**Culminating Performance-Based Task(s) / Assessment:**

Post assessment