

Englewood Public School District

Visual Art

Grade 7

Unit 3: Crosshatching

Overview: In this unit, students will examine the element of value through crosshatching. Through research and application, students will draw conclusions on the relationship between math and art.

Time Frame: 22-24 days

Enduring Understandings

- Crosshatching is a classical shading technique comprised of sets of parallel lines drawn closely together, in which one set crosses over or overlaps another set, to give the illusion of various values.
- Mathematics becomes involved when an artist uses a vanishing point to which all angles, points and/or sides of an object align with that point.

Essential Questions:

- How can we show understanding of the element of value by using a value scale with crosshatching shading technique?
- How does crosshatching relate to math?
- Why is value important to understanding and creating art?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance	<p style="text-align: center;">Topics</p> <p>Demonstrate visual understanding of the element of value by applying an element of a flat 2-D shape into a 3-D form, depth and definition of a sphere</p> <p style="text-align: center;">Objectives</p> <p>SWBAT will use the elements of line and shape</p>	<p>Students will begin by completing a baseline of shading and defining what crosshatching in art is.</p> <p>7.G.A</p> <p>Students will research examples of cross-hatching by Leonardo Da Vinci and try to determine why his use of hatching helps</p>	<p>Famous Drawings: https://www.artistsnetwork.com/art-history/masters-10-great-drawers-and-what-they-teach-us/</p> <p>Portrait of Joseph Roulin (Van Gogh): http://www.getty.edu/art/collect/objects/144/vincent-van-gogh-portrait-of-joseph-roulin-</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Observation • Question and answer group discussion • Reflections • Self-Assessment • Peer Assessment <p>Summative Assessments:</p>

<p>the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).</p> <p>1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p>	<p>in the creation of original works of art.</p> <p>Students will discuss artists that use cross-hatching technique to create depth.</p> <p>Students will describe how shading and value can transform a 2-D object into a 3-D object.</p> <p>Students will demonstrate the use of cross hatching technique in a pen and ink drawing.</p> <p>Students will describe how the hatching and cross hatching technique make portraits more effective.</p> <p>Students will create a portrait using hatching and cross hatching to create depth.</p>	<p>distinguish authenticity of his pieces. WHST.6-8.7, WHST.6-8.9, NJLSA.SL2, RST.6-8.7</p> <p>Students will be asked to describe the value of their work (lighter to darker). 7.RP.A, L.7.3, SL.7.1</p> <p>Students will access prior knowledge utilizing their previous experience in art through shading, color, hue, patterns, shape, space, etc. 7.G.B.6</p> <p>Students will use pencil, colored pencil, pen, charcoal, erasers and a compass, to shade spheres.</p> <p>Students will also use math (Venn Diagrams, etc.) to create shading techniques. 7.RP.A.2, RST.6-8.3</p> <p>Students will create a 3D cube using linear perspective and using a pen only will shade it in using crosshatching to show the values. 7.RP.A.2, 7.G.A, 7.G.B.6, 7.G.A.1, 7.G.A.2</p> <p>Students will view the Portrait of Joseph Ruolin</p>	<p>dutch-1888/</p> <p>Hatched! At the Getty: https://www.getty.edu/art/exhibitions/hatched/#</p> <p>What is Crosshatching: https://www.youtube.com/watch?v=huD94n20iBY</p> <p>Crosshatching for Beginners: https://www.youtube.com/watch?v=117AN3MQuVs</p> <p>Creative Value Scale Project: https://artisun.blogspot.com/search/label/7th%20Grade%20Value%20Scales</p> <p>Value in Shading: https://lundgrenart.weebly.com/value--shading.html</p> <p>Shading a 3D Sphere: https://www.youtube.com/watch?v=reiZK8iv-5Q</p> <p>Cube using Linear Perspective: http://thehelpfulteacher.blogspot.com/2013/12/fun-with-one-point-perspective-boxes.html</p> <p>Pen and Ink Drawings with Cross-Hatching: https://kinderart.com/art-lessons/drawing/pen-ink-drawing/</p>	<ul style="list-style-type: none"> • Summative non-formal assessment <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • 20 Quick Formative Assessments from the art of education: <ul style="list-style-type: none"> ○ Outcome Sentences ○ Pair-Share ○ 3-2-1 ○ Beach ball ○ https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/ • Gallery walk displaying student work • Admit/Exit tickets • Teacher-made check sheets and rubrics • Projects, Portfolio, Presentations • Think, Pair, and Share
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		<p>and in small groups, describe how Van Gogh used hatching and cross hatching to create an effective portrait. SL.7.1, 6.2.8.D.1.b</p> <p>Students will create a portrait using hatching and cross hatching. 7.RP.A.2, 7.G.A, 7.G.B.6, 7.G.A.1, 7.G.A.2</p>	<p>Leonardo DaVinci cross-hatching: http://www.howtodrawjourney.com/leonardo-da-vinci-drawings.html</p>	
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Key Vocabulary:

- **Value-** the lightness or darkness of tones or colors
- **Hue-** a color or a shade that's true
- **Tint-** a mixture of a color with white, which reduces darkness, while a shade is a mixture with black, which increases darkness
- **Shade-** a mixture with black, which increases darkness
- **Monochromatic colors-** derived from a single base hue and extended using its shades, tones and tints
- **Contrast-** the arrangement of opposite elements (light vs. dark colors, rough vs. smooth textures, large vs. small shapes, etc.) in a piece so as to create visual interest, excitement, and drama
- **Crosshatch-** uses fine parallel lines drawn closely together to create the illusion of shade or texture in a drawing
- **Value scale-** a system of organizing values. It consists of nine values ranging from white to black, with several shades of gray in between
- **Cast shadow-** not a solid shape but varies in tone and value
- **Core shadow-** the darkest area of the shadow on the sphere
- **Compass-** a technical drawing instrument that can be used for inscribing circles or arcs
- **Tortillon-** a cylindrical drawing tool, tapered at the end and usually made of rolled paper, used by artists to smudge or blend marks made with charcoal, Conté crayon, pencil or other drawing utensils
- **Kneaded eraser-** can be shaped by hand for precision erasing, creating highlights, or performing detailing work

Integration of 21st Century Standards NJSL 9:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support

this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Art curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -

https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Check for understanding of directions ● Use posters with directions written in pictures in all languages ● Seat students close to the teacher. ● Incorporate visuals: graphic organizers, gestures, props 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Work with a partner ● Provide concrete examples and relate all new assignments to previously learned tasks ● Solidify and refine concepts through repetition. ● Provide extended time. ● Repeat directions ● Check for understanding of directions 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Room for Artistic Choices ● Elevated Technique Complexity ● Additional Projects ● Adaptation of requirements

space or other behaviors as needed.

- Oral prompts can be given.

Interdisciplinary Connections:

ELA - NJSLS/ELA:

RST.6-8.3. Follow Precisely A Multistep Procedure When Carrying Out Experiments, Taking Measurements, Or Performing Technical Tasks.

RST.6.8-7. Integrate Quantitative or Technical Information Expressed in Words in A Text with A Version of That Information Expressed Visually (E.g., In A Flowchart, Diagram, Model, Graph, Or Table).

SL.7.1. Engage Effectively in A Range of Collaborative Discussions (One-On-One, In Groups, And Teacher-Led) With Diverse Partners on Grade 7 Topics, Texts, And Issues, Building on Others Ideas and Expressing Their Own Clearly.

L.7.3. Use Knowledge of Language and Its Conventions When Writing, Speaking, Reading, Or Listening

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Social Studies:

6.2.8.D.1.b. Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Math:

7.RP.A: Analyze proportional relationships and use them to solve real-world and mathematical problems.

7.G.A: Draw, Construct, And Describe Geometrical Figures and Describe the Relationships Between Them.

7.G.A.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

7.G.A.2: Draw (with technology, with ruler and protractor, as well as freehand) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

7.G.B.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects

7.RP.A.2: Decide Whether Two Quantities Are in A Proportional Relationship, E.g., By Testing for Equivalent Ratios in A Table or Graphing on A Coordinate Plane and Observing Whether the Graph Is A Straight Line Through the Origin.

Integration of Technology Standards NJSLS 8:

8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.3: Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4: Assess the credibility and accuracy of digital content.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.