

CHAPTER 4: VISUAL ARTS



End-of-Unit Summative Assessment

Performance-Based Assessment

Create a line drawing of a cultural artifact for an art auction at school. Write a critique of your work referring to the lines and the tone; use the writing style of an art critic.



Integrated Objective

What should students know or do by the end of the lesson?

Use five line techniques in a still-life drawing of an artifact used in a cultural festival.

Exit Ticket Prompt

Explain why you chose to draw each line in your artifact.

Model Response

I drew a djembe, an African drum used in many traditional ceremonies. For this section of the drawing, I used horizontal lines in order to show how stable this artifact is. Horizontal lines usually indicate calmness and stability. I used zigzag lines above the horizontal lines to indicate action and excitement. Although this djembe is stable, it also creates dynamic, exciting music.

Integrated Objective

Thinking verb + content + language use (by . . .)

Explain why you chose to draw at least two lines in your artifact by stating the names of the lines and the phrase *in order to show*.



Establish Comprehensible Input

Scaffold(s)
Background,
Sensory, Graphic,
Interactive,
Linguistic

Sensory and linguistic: Label an example drawing of djembe with names of lines, and annotate the purposes for those lines.

Interactive: Students tell their partner which lines they used and the purpose of those lines using the phrase *in order to show* before writing the exit ticket.



Structure Academic Output

Scaffold(s)
Word, Sentence,
Organization,
and Context
Dimension

Sentence: Provide a sentence frame *I used a ____ line in order to show ____.*