

# Unit 2 Exploring Observational Drawing

Content Area: **Art**  
Course(s):  
Time Period: **October**  
Length: **15 blocks**  
Status: **Published**

## **Transfer**

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**Students will explore a variety of subject matter through direct observational drawing.**

## **Enduring Understandings**

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It's not what you look at it's what you see.

Drawing from observation allows the artist to interpret life.

There are a multitude of drawing styles each creating a specific feeling for the viewer

## **Skills**

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Develop confidence in self-expression.

Take risks during the creative process.

Acquire a level of technical mastery and control of tools and materials.

Create meaning and display originality through art making.

Create drawings from direct observation

Explore and develop images using thumbnail and composition sketches looking at an object.

Create a contour drawing

Identify a light source on an object

Participate in critiques and modifications of artwork

Research an artist as an inspiration for technique or theme.

Create an artist statement for individual works of art

Experiment with a variety of drawing techniques and styles to convey original ideas and themes

## **Essential Questions**

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Why is direct observation crucial to developing drawing skills?

How does an artist interpret style and accuracy in life drawing?

How can drawings convey movement, expression, and spatial awareness?

## **Content**

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contour drawing, blind contour drawing, expressive drawing, observational drawing, proportion,

lightsource, mark making, thumbnail sketches, easels, value, composition, still life, self portrait

## **Resources**

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All types of 2D and 3D artists materials, found objects, nontraditional materials, circuitry

Guest Speakers- Savannah College of Art and Design, Art Colleges, Airbrush Artist Demonstration and other professional artists

Printer for photos, templates and artwork

Student selected Artists' Websites and museum references

Light tables for transfer of final drawings

Teacher pinterest acct. with technique examples

Pinterest groups -- idea for examples and business branding, sales

Reference Books-- Teacher's personal classroom library

Chromebooks and smartphones for student research and esl google translation programs

Photoshop for editing

You Tube tutorials, Instagram, photo and example inspiration

Google Docs- share for writing prompts and artist statements

Color wheel, sketchbooks

Previous student examples

Safety Goggles (when needed)

## **Assessment**

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Class Participation

Formative: Other Evidence: Other: Teacher Observation

Teacher/Student Feedback

Formative: Other Evidence: Oral: Discussion

Sketchbook

Formative: Other Evidence: Project: Visual Arts

Practice Techniques

Summative: Transfer Tasks: Performance: Authentic Task

Student Choice Project

Summative: Transfer Tasks: Project: Visual Arts

Artist Statements

Summative: Transfer Tasks: Performance: Authentic Task

Written Self-Assessments/ Reflections

Summative: Transfer Tasks: Performance: Authentic Task

Art Critique

Summative: Transfer Tasks: Other: Peer Assessment

Homework

Summative: Transfer Tasks: Other: Teacher Observation

## **Standards**

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VPA.1.1.12.D.1 Distinguish innovative applications of the elements of art and

principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

VPA.1.2.12.A.CS1 Cultural and historical events impact art-making as well as how audiences respond to works of art.

VPA.1.2.12.A.CS2 Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

VPA.1.4.12 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

VPA.1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

VPA.1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

VPA.1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

VPA.1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

VPA.1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

VPA.1.4.12 All students will demonstrate and apply an understanding of arts

philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

VPA.1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

NJ: Grade 12

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

## F. Accountability, Productivity, and Ethics

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

TECH.8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
VIS.9-12.VA:Cr2.1.IIa	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VIS.9-12.VA:Cr2.2.EU	Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
VIS.9-12.VA:Cr2.2.EQ	How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to

ensure the desired outcome.

CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.1.4.12.A.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
VPA.1.4.12.A.CS4	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.