Unit 1-Introduction to 2-dimensional drawing

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Generic Time Period**
Length: **5 classes**
Status: **Published**

Unit Overview

This hands-on studio production-based unit covers an introduction to drawing skills. Its focus is on observational drawing using different methods, techniques, and processes when creating artwork. The elements and principles of art such as; value, line, contrast, proportion, shape/form, space, color, unity and emphasis as well as composition are the focus of this unit. Students will be able to evaluate their own art as well as artwork from other cultures and genres that encompass the methods, techniques, and processes to observational drawing. Through this unit students will be able to begin to build upon their skills by making art and by learning how other artists use these same methods, techniques, and processes students will better understand artwork and methods.

Standards

VPA.6-8.1.3.8.1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
VPA.6-8.1.3.8.2	Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
VPA.6-8.1.3.8.3	The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.
VPA.6-8.1.3.8.4	Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
VPA.6-8.1.3.8.5	Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.
VPA.6-8.1.4.8.1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
VPA.6-8.1.4.8.3	Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
VPA.6-8.1.4.8.6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.6-8.1.4.8.7	Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
VPA.6-8.1.4.8.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.

Essential Questions

- What are the elements and principles of art unique and common to various art media and forms?
- How are the elements and principles evident in everyday life?
- How can making art enhance perceptual, physical and technical skills?
- How can making art enhance one's understanding of self and others?
- Which characteristics in content, form, style, and design define art genres?
- What kind of contribution of an individual artist influence a generation of artists and signal the beginning of a new art genre?
- How does creating and performing in the arts differ from viewing the arts?
- Why is active participation in the creation of art essential to understanding the creative process?
- What makes a work of art successful?
- How does our knowledge of aesthetics and elements/principles of art help us critique works of art?
- How does making art help us understand the technical proficiency of an artist's work?
- How does our acquisition of knowledge and skills in art enhance our ability to be creative and inventive decision-makers? What's the difference between a thoughtful and a thoughtless artistic judgment?
- How can we develop our own personal aesthetic?

Application of Knowledge: Students will know that…

- Art should be appreciated and interpreted
- By exposing ones self to various artwork from cultures and styles on the basis of technical qualities, subject matter and the use of elements of art and design influence an individuals' feeling towards artworks and their meaning.
- Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making
- Fluency in various art mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making
- In order to articulate thoughts about a work of art one must be able to describe the technical proficiency of an artist's work.
- In order to express personal statements of both facts and opinions regarding works of art, one must apply domain specific arts terminology.
- Individuals develop a process of valuing (a personal aesthetic)
- One must classify elements and principles and consider traditions in the critique of works of art.
- The creation of art stimulates the imagination
- The development of sensory acuity (perceptual skills) gained through the production of art enables one to perceive and acknowledge various viewpoints
- The development of technical skills is the key to craftsmanship when creating artwork
- The elements and principles of art must be employed as one creates art
- There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork
- There are diverse aesthetic processes and philosophies which influence the comprehension of art
- There is a relationship between artistic composition and everyday environments

Application of Skills: Students will be able to...

- Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art.
- Apply the principles of design to interpret various masterworks of art
- Compare and contrast works of art in various media that utilize the same arts elements and principles of design.
- Critique artwork based on the elements and principles of art.
- Define the elements of art and principles of design that are evident in everyday life.
- Examine artworks that places emphasis on composition. Describe how an element of art or design contributes to the aesthetic value of the piece.
- Explain aesthetic qualities in oral and written responses
- Explain the compositional design of works of art.
- Incorporate personal life experiences into an aesthetic response in making and/or critiquing artwork
- Incorporate various art elements and principles in the creative process
- Recognize and use various media, materials, process and technologies to create artwork
- Use aesthetic knowledge in the creation of and in response to visual arts.
- Use domain specific vocabulary when describing art

Assessments

Teacher made rubric(s) to define and assess the application, process, and product regarding:

- The understanding of incorporating various elements of art and principles of design such as; value, line, contrast, proportion, shape/form, space, color, unity and emphasis as well as composition to enhance technical skills.
- The understanding of art genres associated with discipline-specific arts terminology and stylistic approaches to art-making
- The understanding of art making techniques such as: the various shading techniques, observational, and compositional techniques as well as color theory and the use of different media
- The ability to be fluent in different mediums and terminology
- The ability to recognize different genres of art and themes in art
- Analyze ones artwork and artwork of others based on technical proficiency, compositional design, the use of elements and principles and different media, and how and if the artist has a stylistic approach to making art.

Engage in frequent student-teacher in-class conversations to gage understanding and re-direct and guide learning as necessary.

- Written or Oral student self-assessment
- Written or Oral teacher assessment

Suggested Activities

Media, skills, methods, and terminologies are all part of the making of art. Relating the elements of art and principles of design, various types of genres, and universal themes help to express or enhance technical skills and creative ideas.

Create journal sketches that demonstrate progression of the understanding of observational drawing, drawing methods, techniques and processes.

- E.g, Still life black and white drawings demonstrating line, composition, space, shape and proportion
- E.g, Still life black and white drawings depicting texture methods
- E.g, Still life black,white, gray value study demonstrating shading methods and techniques using line, value and texture
- E.g, Color pencil techniques and method studies
- E.g, Still life color pencil studies depicting form, texture, value, overlapping of color, color theory
- E.g, Using different art media such as watercolor, tempera or oil pastel to create an art piece

Create a drawing that demonstrate the principle of emphasis as a means to generating a focal point. Demonstrating value, line, contrast, proportion, shape/form, space, color, unity and emphasis as well as composition.

- E.g., Anna Vallayer-Coster, Still Life with Lobster, 1781.

View and discuss artwork that depicts how the elements of art and design are used and which reflects an understanding of visual culture in a contemporary context that is based on thematic content which has been stylistically interpreted by artists over time

- E.g., realism in still life paintings by William Harnett, photorealism in paintings by Richard Estes, food still life collage by Wayne Thiebald; watercolor painting in the style of the Hudson River School, pastels in the style of Monet and the Impressionists, hyper-realistic nature photos like those of Ansel Adams; portraiture in the style of John Singer Sergeant, portrait photography like that of Annie Leibowitz etc.

Activities to Differentiate Instruction

Each student will work at his/her level of skill readiness and interest to interpret the assignment/s.

<u>Students with needs and challenges</u>:

- In the visual arts students will be given opportunities to increase their communication, fine and gross motor, choice-making and social interaction skills.
- Students will be able to discover and explore the fundamental elements of visual arts through the creation of artistic products. These elements include color, line, form, rhythm, space, timing, movement, mood.
- Students will be given opportunities to express and communicate idea verbally or non-verbally (typing,

writing, pictorially) when referring to the aesthetics and making artwork. They will ccreate works of art individually and with others. Assistance and modification will be offered.

- Examples are: limiting how many objects will be drawn to one or two. Objects will be simple shapes, limited reflective qualities(because it may be too difficult to show objects that are transparent and objects that are very reflective). Teacher will work one to one with student in demonstrating and assisting when needed and as often as needed. Teacher will assist and demonstrate uses of materials. Materials to use will be limited if it applies to the specific student. Depending on the students challenges, different tools will be given to aid in student success. Such tools are: thick graphite, erasers and art gummy Kneaded erasers, pencils that offer different degrees of hardness and softness to aid in the amount of pressure is needed to create a line, wood-less pencils and color pencils, color pencil thick sticks, oil pastel. Pare share, working with a partner or group on discussing and creating artwork. Using computer, visual communicators or orally to express and communicate thoughts and ideas in reference to art.

Advanced learners:

- Students can explore ways of presenting their composition such as using different views: aerial and worms eye view. Elements of art form, emphasis, texture will be explored further. Reflective, highly detailed and transparent subject matter will be presented for the student to observe and create. Higher levels of techniques such as: cross-hatching and stippling can be explored. Color mixing and theory using different art media can be explored such as the techniques, methods and processes encompassing watercolor paint.
- Students can choose any choice of genre or cultural artwork and explain (written or orally) how the genre or cultural artwork reflects the methods, techniques and processes of observational drawing. They can express how ones artwork compares to historical/cultural artwork by analyzing the elements and principles of art used in the lesson.

Integrated/Cross-Disciplinary Instruction

Math: concepts will be in place with the relation to proportion, composition and size

Language: vocabulary content by learning the art from many cultures:

- Terminology used in each area and style of art

Social Studies: by learning about the history and culture of people around the world:

- Diversity of world peoples and their individual art styles
- Vocabulary used to understand art names/styles

Resources

“Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview." *Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview*. New Jersey Department of Education, n.d. Web. 07 July 2015. <http://www.state.nj.us/education/modelcurriculum/vpa/v/>.

“About the NEA." *National Council on the Arts*. National Endowment For the Arts, n.d. Web. 07 July 2015. <http://arts.gov/about/national-council-arts>.

"NAEA - National Art Education Association." *Home • National Art Education Association*. NAEA, n.d. Web. 07 July 2015. <http://www.arteducators.org/>.

Rohrer, Ken. "The Incredible Art Department (IAD)." *Incredible Art Department*. N.p., n.d. Web. 10 July 2015. <http://www.incredibleart.org/>.