Unit 2: Rendering Form & Mass

Content Area: **Arts**
Course(s): **Foundations of Drawing**
Time Period: **Semester 1**
Length: **10 Weeks**
Status: **Published**

Standards

MA.G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cr2c	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
MA.G-MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to

	discuss a resolution to a problem or issue.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

Enduring Understanding

1. Creativity and innovative thinking are essential life skills that can be developed through art-making, as people create meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

2. Individual aesthetic and empathetic awareness, cultivated through engagement with art, fosters understanding and appreciation of self, others, the natural world, and constructed environments, ultimately influencing how we understand and respond to the world.

3. Artists and other presenters carefully consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Essential Questions

1. What conditions, attitudes, and behaviors support creativity and innovative thinking in art, and how does making art attune individuals to their surroundings?

2. What criteria are considered when selecting work for presentation, a portfolio, or a collection?

3. How does knowing and using visual art vocabulary help us understand and interpret works of art?

Knowledge and Skills

Students will be able to:

- Continue to identify, define and utilize the elements of art (line, shape, form, value, color, space, and texture).
- Continue acquiring and developing problem solving skills and be able to identify the best method to resolve various aesthetic problems.
- Continue acquiring and developing skills in traditional methods of drawing utilizing a variety of traditional materials.
- Expand on art specific vocabulary which will help students respond to works of art.
- Begin forming deeper connections to art within a contemporary and historical lens through examples presented in class.
- Learn to present studies and works as part of a critique.
- Create a series of studies and projects with a focus on foundational drawing skills including:
    - Value charts
    - Monochromatic renderings

- Still life, figurative works, portraits

Resources

Resources and Materials

- Graphite
- Charcoal
- Conte crayon
- Ink
- Colored Pencil
- Pastel
- Marker
- Digital media

Books:

- Elements and Prinicples of Design. Glenview, Illinois & Aspen, Colorado: Crystal Productions, 2000. Print.

Online Resources:

- www.youtube.com
- https://www.khanacademy.org/
- https://blog.ted.com/
- https://www.thisiscolossal.com/
- https://theartofeducation.edu/
- https://www.tate.org.uk/
- https://www.met.org
- http://guidetodrawing.com/composition/value-composition/#:~:text=Value%20Composition,the%20second%20layer%20of%20composition.&text=Usually%2C%20line%20dominates%20over%20value,value%20is%20the%20dominant%20layer.
- Sketchpad
- Autodesk Sketchbook [App]

Transfer Goals

1. Students will learn how to create and discuss drawings along with an exploration of basic technique, skills and dialogue essential to art making.

2. Students will connect to their surroundings through studying and creating works of art.

Assessments

Assessments

Modifications

Modifications