

# Unit 3: Drawing

Content Area: **Unified Arts**  
Course(s): **Art 8**  
Time Period: **November**  
Length: **10 Days**  
Status: **Published**

## Unit Summary

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Students will be introduced to different styles of drawing as well as drawing media.

## Standards

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VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.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 the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
VPA.1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
VPA.1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
VPA.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.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-

	utilitarian purposes.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.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.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
CAEP.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.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

## Student Learning Objectives

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- Students will learn to...

## Essential Questions

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- How do various lines affect the expressiveness of a drawing?
- How does value affect the illusion of depth on a 2-D surface?
- How do you use a grid to aid in composition layout?
- What choices must an artist make before beginning a work?
- What is the difference between a thoughtless and thoughtful artistic judgment?
- How does creating and performing in the arts differ from viewing the arts?
- When is art criticism vital and when is it beside the point?

## Enduring Understandings

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- Students will understand that though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.

- Students will understand that the point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.
- Students will understand that breaking accepted norms often gives rise to new forms of artistic expression.

## Application

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- Students will be able to independently use their learning to portray different styles and types of drawing such as illustrative drawing, lettering design, pop art, and graffiti.
- Students will be able to independently use their learning to appropriately utilize tools and materials such as pastels, pencils, markers, pens, and charcoal.
- Students will be able to independently use their learning to apply various drawing skills such as line techniques, shading and value scales, developing composition, two point perspective, aerial perspective, atmospheric perspective, intensity and value, organizing space and objects into composition, and show relationship of object in a composition.
- Students will be able to independently use their learning to intensive and value the use of color.
- Students will be able to independently use their learning to create a form of composition using balance, emphasis, unity, and rhythm.
- Students will be able to independently use their learning to understand art history and artists.

## Skills

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Students will be skilled at:

- Creating expressive drawings using art elements: line, shape, form, color value, space and texture.
- Creating expressive works of art using the principles of design to organize the art including balance, unity, emphasis and rhythm.
- Utilizing line techniques; parallel lines, criss-cross, cross hatching, stippling, scribbling and wavy lines.
- Creating content in drawing that effectively communicates subject matter.
- Identifying themes, symbols, and content in drawings.
- Analyzing and evaluating drawings regarding the use of the elements and principles of design.
- Analyzing the impact of time, place and culture on drawings.

## Resources

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- Teaching Materials
- Teaching Resources
- Lesson Plans