Unit 2: Grid Drawing

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **1-2 week(s)**
Status: **Published**

Summary of Unit 2: Grid Drawing

In alignment with the NJSLS-VPA, students will discover and learn about various drawing techniques throughout this unit. Drawing is the most fundamental part of being an artist and it is critical to master the basics in order to create more complex designs. Throughout this unit, students will explore and discover grid drawing techniques through various scaffolded learning activities.

Essential Questions

- How does the artist's knowledge, understanding and skill in using grid method affect the resulting artwork?
- How does knowledge and understanding of famous artists and artworks affect the artwork that is created?
- How does knowledge, understanding and skill of creating grid methods affect the artwork that is created?

Enduring Understandings

- Various tools create different results
- The ability to execute grid drawing will improve artistic growth and produce a higher quality of artwork
- Introduction of how artists and artworks use grid drawing will expand students knowledge of various times in history, cultures, and art eras

Students Will Know/ Students Will be Skilled At

- Knowing the different types of grid drawing
- Successfully creating a grid to recreate a reference photo

- Exploring various techniques and methods to successfully recreate something from real life
- Knowing the Elements and Principles of Art

Learning Plan

- Preview essential questions and objects, connecting to learning throughout the unit
- Introduce Grid drawing
- Practice creating variations in grid method, including but not limited to, ‘Grid at time’ and ’Contour Grid’
- Discover artists: Chuck Close, Agnes Martin, Leonardo DaVinci, Vincent Van Gogh, and others
- Introduce and create artwork specifically focusing on drawing using a grid
- Reflect on use of grid drawing in their artwork and others
- Perform formative and summative assessments
- Showcase artwork throughout the school and in district buildings

Evidence/Performance Task

Fine Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Process of Creating, Presenting/Producing, Connecting, and Responding.

Tasks will include:

- Experimenting with a wide range of types of grid drawing
- Conducting and participating in multiple practice drawings
- Recording and comprehending important art terminologies and techniques associated with current and past units
- Participating in the art making process while applying design criterias and requirements
- Participating in formal and informal assessments
- Answering essential questions and meeting project objectives and deadlines

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Sketchbook, Various Pencils, Sharpies, Markers, Various Papers, Various Erasers, Mirrors, Blending Sticks, Charcoal, Graphite, Sharpeners, Colored Pencils, Oil Pastel, Chalk Pastels, YouTube Videos, Value Scales, magazines, glue, scissors, Watercolors, Watercolor paper, paint brushes, ink, printing materials, chromebooks, iPads, Paint, Color Wheels, Drawing Pens, and Rulers.

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.W.3.7. Conduct short research projects that build knowledge about a topic.

CRP.K-12.CRP6: Demonstrate creativity and innovation.

CRP.K-12.CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

1.5.8.Cr	Creating
9.4.8.CI	Creativity and Innovation
1.5.8.Cr1	Generating and conceptualizing ideas.
P.4	Demonstrate creativity and innovation.
	Explore

1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
9.4.8.CT	Critical Thinking and Problem-solving
1.5.8.Cr2	Organizing and developing ideas.
	Investigate
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.5.8.Cr3	Refining and completing products.
	Reflect, Refine, Continue
1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
1.5.8.Pr	Presenting
1.5.8.Pr4	Selecting, analyzing and interpreting work.
	Analyze
1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Pr5	Developing and refining techniques and models or steps needed to create products.
	Select
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr6	Conveying meaning through art.
	Share
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
1.5.8.Re	Responding
1.5.8.Re7	Perceiving and analyzing products.
	Perceive
1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Re8	Interpreting intent and meaning.
	Interpret
1.5.8.Re8a	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

1.5.8.Re9	Applying criteria to evaluate products.
	Analyze
1.5.8.Re9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
1.5.8.Cn	Connecting
1.5.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
	Synthesize
1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
	Relate
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

Suggested Modifications

This link includes content specific accommodations and modifications for all populations:

Fine Arts Accommodations & Modifications