Unit 02: Drawing Basics

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **18-20 Days**
Status: **Published**

Standards

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

1.5.12prof.Cr	Creating
1.5.12prof.Cr1	Generating and conceptualizing ideas.
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.Cr2	Organizing and developing ideas.
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.Cr3	Refining and completing products.
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.Pr	Presenting
1.5.12prof.Pr4	Selecting, analyzing, and interpreting work.
1.5.12prof.Pr4a	Analyze, select and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12prof.Pr6	Conveying meaning through art.
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.Re	Responding
1.5.12prof.Re7	Perceiving and analyzing products.
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.Re8	Interpreting intent and meaning.
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.Re9	Applying criteria to evaluate products.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn	Connecting

1.5.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.

Brief Summary of Unit

Discovery of basic drawing supplies, their use and application. Uninstructed and instructed observational drawing, exploring line, shapes, value, three dimensional forms and space will be taught.

Essential Questions/ Enduring Understandings

Essential Questions:

- How do the artist's knowledge, understanding and skill in using the basic drawing tools, techniques and processes affect the resulting artwork?
- How do knowledge, understanding, and skill in using the elements and principles of design affect the artwork that is created?
- How do knowledge, understanding and skill of observational drawing affect the artwork that is created?

Enduring Understandings:

- The various tools create different results.
- The coding system used to categorize drawing pencils and graphite sticks enables the artist to select materials that will enable him/her to create a vast array of values in a drawing.
- A value scale is a valuable tool for understanding how to draw and shade to create the illusion of three dimensions in a variety of media.
- Certain papers and tooth range can aid in creating desired effects in art work.
- Skillfully application of knowledge and understanding of the elements and principles of design will result in improved artistic growth and higher quality artwork.
- Observational drawing will improve the ability to draw what is seen and not what is perceived to be seen, improving artwork.

Students Will Know/ Students Will Be Skilled At

- the purpose of value scale
- drawing tools and their particular uses
- drawing terminology
- that lines can be varied in many ways
- the elements and principles of design
- a variety of media and their specific applications and aesthetic results
- various career options
- the techniques involved in creating a copy of a drawing by using a grid
- the technique of preparing paper for drawing
- use of the picture plane and view finder
- use of easels

Learning Plan

• Preview the essential questions and connect to learning throughout the unit.

• Students continue to review classroom material safety.

• Discussion and application of the elements and principles of design.

• Uninstructed observational drawing.

• Instructed observational drawing.

• Introduction to drawing vocabulary.

• Workup of a value scales using a wide range of drawing pencils.

• Drawing exercises taken from “Drawing on the Right Side of the Brain”.

• Line experimentation.

• Positive and negative space drawings.

• Still life drawing of shapes with an attention to light and shadows to create the illusion of three dimensions.

• Small group evaluation and critique.

• Self assess via rubric.

• Student and teacher collaborate on artwork installation.

• Students analyze and reflect on their final creative works and the works of their peers.

Evidence/Performance Tasks

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 variety of drawing supplies and drawing pencils

• preparing a drawing surface

• creating an effectively drawn, shaded, and graduated value scale

•comprehending and applying drawing terminology and media

• participating in small and large group discussion of use and understanding of the elements and principles of design

• participating in group and individual critique sessions

• self assessing via rubric

• answering the essential questions

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.

Easels, Various Pencils, Various Papers, Various Erasers, Mirrors, Blending Sticks, Charcoal, Graphite, Sharpeners, Sanding Blocks, Colored Pencils, Oil Pastel, Chalk Pastels, Rubber Facial Features, Skulls, Book and Workbook, *Drawing on the Right Side of the Brain,* Computer, YouTube Videos, Value Scales, Research Books and Magazines.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:
Fine Arts Accommodations & Modifications