Unit 03: Landscapes From Photo and on Location

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **16-18 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.
	Interpret
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.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.

Brief Summary

Students will have the opportunity to develop their ability to translate the observed 3 dimensional environments into 2 dimensional drawings. Observational drawing on location will take place outside, weather permitting. Each student will have the opportunity to select several drawing sites, subjects and/or viewpoints of interest. Students will have the opportunity to reproduce a chosen photograph of a landscape creating the illusion of three dimensions on a two dimensional plane. Critiques will follow at end of sessions.

Essential Questions/Enduring Understandings

Essential Questions:

- How can art students increase their ability to draw what is truly seen by drawing on location?
- How do the unique properties and aesthetics of various drawing media influence the artist's design?
- How does one grow artistically by drawing on location?
- How can students create the illusion of three dimensions on a two dimensional plane?
- How do students create the illusion of three dimensions using color?

Enduring Understandings:

- Observational drawing will improve their ability to draw what is seen and not what they think they see.
- Drawing is a developmental skill that improves with practice, commitment, and concentration.
- Using various drawing media will influence the artwork.
- The ability to draw is related to the ability to make sensitive and accurate observations.

Students Will Know/ Students Will Be Skilled At

- what drawing on location involves
- how to set up for drawing on location
- the effects of the chosen medium
- techniques involved when using a specific medium

- the definition of Plien Air
- drawing on location
- drawing from a photograph
- understanding the difference between drawing from life and drawing from a photograph

Learning Plan

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

• Students continue to review classroom material safety.

• Learning will take place based on student interest and involvement.

• Students will be instructed to choose an area they would like to draw.

• They will be instructed to zoom in, focus on a detail or choose a particular viewpoint.

• Student will be issued tools (view finder, graphite, paper towels, rulers, etc.) in preparation of drawing.

• Students will be given the teacher chosen medium.

• Students will explore and record their chosen environment through observational drawing.

• Teacher will observe student progress with each session.

• Teacher will provide feedback, encouragement and guide corrections.

• Teacher will encourage students to use observational skills.

• Teacher will encourage students to explore the medium.

• Students will compare and connect local seasonal shifts, responding to visual artwork

• Student and teacher collaborate on artwork installation.

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

After drawings have been completed, students will meet in small groups to discuss and address the following: Problems they may have encountered in their work; How successful they were; Areas of improvement; Cropping work; Showcasing areas of interest using construction paper frame; Signing and dating work; Rubric completion.

- Display of work in classroom for all to view.
- Large group critique.
- Student/ teacher discussion.

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 in the course may be demonstrated in divergent ways through the Artistic Process of Creating, Presenting/ Producing, Connecting, and Responding.

Tasks will include:

• engagement in active and meaningful participation in classroom discussions and activities

• meaningful participation in individual and group critiques based on elements and principles of design

• self assessment via rubric

• answering the essential questions

Materials

The materials used in this course allow for the 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, Paper, Pencils, Erasers, Various Pencils or Pastels, View Finder, Picture Plane, Computer, Magazines, Photographs.

Suggested Strategies for Modification

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