

# Unit 1: Figure Drawing Using Shapes

Content Area: **Art**  
Course(s):  
Time Period: **Full Year**  
Length: **8 Weeks**  
Status: **Published**

## **Unit 1: Figure Drawing Using Shapes**

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### **Unit Rationale**

The purpose of this unit is to...

- Analyze figures (people, animals, etc) for component shapes is a key building block in learning how to draw. This will make seemingly complicated and difficult drawings manageable.
- Have beginners make the mistake of drawing a lot of detail before they have the general proportions correct. Having the students draw a basic shape first, then details after eliminates the abundance of eraser marks.

### **Essential Questions**

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Why is it important to draw basic shapes before refining features with final outlines?

Why is careful observation important in drawing?

### **Pre-Assessments**

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The students will be asked to draw a self-portrait without any instruction or drawing aids, such as a mirror or reference photo. Observing their innate portrait drawing methods allows the educator to get a sense of the students' perception of the shapes and proportions of the facial features.

### **Instructional Plan**

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See description below for Lesson 1.

### **Lesson 1: Drawing a Portrait with Basic Shapes**

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## **Student Learning Intentions or We are learning to/that ... (WALT)**

- The portrait is a picture of primarily the face, but can also include the neck and shoulders
- The outline is the outside edge of an object.

## **Student Success Criteria ... “I can statements”**

- Draw basic shapes to represent facial features
- Estimate proportions of facial features
- Refine outlines of basic shapes to better represent chosen subject

## **Instructional Strategies and Activities**

### Part 1: Portrait

- Distribute paper, pencils, erasers, and oval shaped tracers to students.
- Students will be instructed to trace the oval onto the paper to represent the face shape. Then, they will create curved lines for the neck and shoulders.
- Demonstrate and lead students in drawing of all facial features. The emphasis should be placed on simple shapes and proportions of facial features.
- Once the sketch is complete in pencil, the student may use crayon or markers to add color to their drawing.

## **Formative Assessments:**

Throughout the process of drawing the human face, students will be observationally evaluated using the following criteria:

- Can students use basic shapes to draw facial features?
- Can students create facial features in a way that are proportionate to each other?
- Can students refine the basic shapes outlines that display likeness of the human facial features?

## **Instructional Materials and Resources**

Student Supplies: tracer, pencil, eraser, crayons, markers

Educator Materials: Google Slides presentation and lesson sample

## **Reflections and Suggested Modifications**

To be reflected upon by the educator at the completion of the unit.

## **Lesson 2: Drawing the Figure/Human Form**

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### **Student Learning Intentions or We are learning to/that... (WALT)**

- The human form can be drawn by starting with simple shapes.
- Outline the basic shapes to create a realistic depiction of the human form.

### **Student Success Criteria ... “I can statements”**

- Draw the human form by combining ovals, circles, rectangles and triangles

### **Instructional Strategies and Activities**

#### Part 2: Human Figure/Form

- Distribute paper, pencils, and small mannequins.
- Guide students through the figure drawing process by emphasizing the use of shapes. Ovals represent the bones, while circles represent the joints that connect the ovals together.
- After all shapes are created for the human form, the student will outline them to increase likeness of the figure. Parts of shapes that are no longer needed should be erased.
- After the students complete one guided drawing, they will be told to try drawing one on their own without teacher intervention. Encourage the student to play with various positions of the human figure with bent joints.

### **Formative Assessments**

Throughout the process of drawing the human form, students will be observationally evaluated using the following criteria:

Can students use shapes to draw a person?

Can students make the outline more complex to increase likeness?

Can students create a drawing showing limbs that are bent with the presence of joints?

### **Instructional Materials and Resources**

Student Supplies: Google Slides presentation, lesson sample

Educator Materials: Pencil, Eraser

### **Reflections and Suggested Modifications**

To be reflected upon by the educator at the completion of the unit.

### **Lesson (Unit # .3)**

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**Student Learning Intentions or We are learning to ... (WALT)**

**Student Success Criteria ... “I can statements”**

**Instructional Strategies and Activities**

**Formative Assessments**

**Instructional Materials and Resources**

**Reflections and Suggested Modifications**

### **Lesson (Unit # .4)**

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**Student Learning Intentions or We are learning to ... (WALT)**

**Student Success Criteria ... “I can statements”**

**Instructional Strategies and Activities**

**Formative Assessments**

**Instructional Materials and Resources**

**Reflections and Suggested Modifications**

### **Lesson (Unit # .5)**

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**Student Learning Intentions or We are learning to ... (WALT)**

**Student Success Criteria ... “I can statements”**

**Instructional Strategies and Activities**

**Formative Assessments**

**Instructional Materials and Resources**

**Reflections and Suggested Modifications**

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**Lesson (Unit # .6)**

**Student Learning Intentions or We are learning to ... (WALT)**

**Student Success Criteria ... “I can statements”**

**Instructional Strategies and Activities**

**Formative Assessments**

**Instructional Materials and Resources**

**Reflections and Suggested Modifications**

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**Lesson (Unit # .7)**

**Student Learning Intentions or We are learning to ... (WALT)**

**Student Success Criteria ... “I can statements”**

**Instructional Strategies and Activities**

**Formative Assessments**

**Instructional Materials and Resources**

**Reflections and Suggested Modifications**

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**Lesson (Unit # .8)**

**Student Learning Intentions or We are learning to ... (WALT)**

**Student Success Criteria ... “I can statements”**

**Instructional Strategies and Activities**

**Formative Assessments**

**Instructional Materials and Resources**

**Reflections and Suggested Modifications**

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**Lesson (Unit # .9)**

**Student Learning Intentions or We are learning to ... (WALT)**

**Student Success Criteria ... “I can statements”**

**Instructional Strategies and Activities**

**Formative Assessments**

**Instructional Materials and Resources**

**Reflections and Suggested Modifications**

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**Lesson (Unit # .10)**

**Student Learning Intentions or We are learning to ... (WALT)**

**Student Success Criteria ... “I can statements”**

**Instructional Strategies and Activities**

**Formative Assessments**

**Instructional Materials and Resources**

**Reflections and Suggested Modifications**

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**Modifications and/or Accommodations**

**Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

**English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

## **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

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questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing

or sight issues need to be close to the instruction which often means near the front.

## **Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy**

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### **Integration of Diversity, Equity, and Inclusion:**

Students will be taught how to mix various skin tones to reflect the color of their own. Students will be reflecting on their own skin tone while mixing colors to create it. They will be able to observe how their peers' skin tones varies from their own.

## **New Jersey Student Learning Standards: Content Area**

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VA.K-2.1.5.2.Cr2	Organizing and developing ideas.
VA.K-2.1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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CRP.K-12.CRP6	Demonstrate creativity and innovation.
WRK.9.1.2.CAP	Career Awareness and Planning
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## **Integration of Computer Science and Design Thinking**

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CS.K-2.8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.
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## **21st Century Life and Career**

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CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a
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	person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.1.2	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.
TECH.8.1.2.E.CS1	Plan strategies to guide inquiry

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math**

MATH.1.G.A	Reason with shapes and their attributes
MATH.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
MATH.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
MATH.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
ELA.SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).