

# Unit 1: PENCIL DRAWING & GRADATION

Content Area: **Art**  
Course(s): **Generic Course**  
Time Period: **1st Marking Period**  
Length: **10 Weeks**  
Status: **Published**

## Unit Overview

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**Unit 1: PENCIL DRAWING & STILL LIFE:** Pencil drawing in this unit will include an advanced and indepth study of objects. The students are encouraged to utilize and improve upon their observation skills in a critical and analytical process while drawing living or inanimate objects. This activity involves a serious examination of how the shading and blending of an object can be done using pencil methods and techniques. The unit's focus is how to shade with graphite pencils. More time is spent in revealing the inconsistencies between what the student sees and what the student draws in observation. The subject matter of this unit is realistic art through still life activities. By drawing carefully chosen still life subjects, the students will learn to create gradations, and a variety of textures using pencils, erasers and blending tools.

VPA.1.4.12.B.CS2

The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

## Transfer

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Students will be able to use their innate abilities to sketch and shade effectively through intense observation of their subject, and further develop their technical skills and visual identity. Growth & proficiency are two vital factors in this process. In this unit, 'Nature & Nurture' must be incorporated for effective individual growth in their artistic prowess. It is important for the students to strive for artistic and creative integrity. This intellectual and creative process leads to artistic development.

## Meaning

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Still Life drawing is an essential and important college based project. It is a studio art project that is predominantly assigned in all art college curriculums because of its creative importance. By working on an advanced activity such as Still Life drawing, the students will be able to understand where they need to improve, and the students can also assess the impact their skills have on the accuracy of the drawing.

## Understandings

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This project is normally introduced to the students in Drawing and Studio Art I, and the expectations for their work is higher than their works in previous art courses. Students will be revising their skills and developing a

more artistic and technical proficiency with this unit that is more challenging, intense, and professional.

The students will grasp the intricate use of the tools through a challenging learning environment in order to create the still life and pursue the attainment of mastery.

### **Essential Questions**

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What approach are you using to compose the image or the Still Life and why?

Do you use geometric shapes to compose the object?

Do you examine the placements and arrangements of objects?

What tools are you using and to what extent are you acquiring indepth understanding of the tools and the technical proficiency?

What level of mastery do you wish to attain that goes beyond your level of accomplishment before Studio Art 2?

Does the project meet college and professional expectations?

### **Application of Knowledge and Skill**

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Application of knowledge and skills is based on what the students acquired in the past and how they can be challenged to show growth and proficiency.

### **Students will know...**

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The students will revise drawing, composition and shading techniques, which is an important artisitic process.

It's a great opportunity for the students to explore observation, composition, and technique.

They are engaged in an intense study and observation which creates a foundation for mastery.

They will also use the tools with clear understanding of what to expect and how it affects their visual and aesthetic presentation.

## **Students will be skilled at...**

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The students will attain a higher level of mastery with pencil drawing. Their observation skills will be nurtured so that they can draw what they see with the naked eyes. They will also improve on their shading to develop a three dimensional form and give volume through the shading process.

## **Academic Vocabulary**

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**Observation:** the action or process of observing something or someone carefully or in order to gain information.

**Focal Point/ Emphasis:** The area of a work that first attracts the viewer's attention. This can be drawn in various ways through a technique.

**Composition:** the way the art principles are used to organize the art elements of color, line, shape, form, space, value, and texture.

**Foreshortening:** Method of drawing or painting an object or person so that it seems to go back into space.

**Proportion:** a part, share, or number considered in comparative relation to a whole.

**Blending:** The technique of shading through smooth, gradual application of dark value. Gradation

**Contrast:** A technique and a principle of art creating a focal point by using distinct difference in elements.

**Depth:** the apparent distance near to far or front to back in an artwork.

**Perspective:** The method used to create the illusion of depth on a two-dimensional surface. Developed during the Renaissance by architect, Filippo Brunelleschi. Various ways to create this depth are overlapping, converging lines, size variations, etc.

## **Learning Goal**

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### **LEARNING GOALS:**

**THE STUDENTS WILL BE ABLE TO CREATE A STILL LIFE DRAWING DEMONSTRATING SKILLS IN SHADING AND BLENDING VALUES USING GRAPHITE PENCILS**

**THE STUDENTS WILL BE ABLE TO COMPOSE AN IMAGE THROUGH AN OBSERVATION OF THE SUBJECT THAT WILL ALLOW THE STUDENT TO IMPROVE UPON THEIR TECHNICAL SKILLS**

**THE STUDENTS WILL LEARN HOW TO CREATE A COMPOSITION THROUGH GEOMETRIC SHAPE, AN ATTENTION TO PLACEMENT, ARRANGEMENTS, PERSPECTIVE ,**

## FORESHORTENING, FORM AND THE LIGHT SOURCE

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.12.A.CS2	Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.

VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.3.12.D.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

### **Target 1-- Level 1 Retrieval**

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**THE STUDENTS WILL LEARN HOW TO CREATE A COMPOSITION THROUGH GEOMETRIC SHAPE, AN ATTENTION TO PLACEMENT, ARRANGEMENTS, PERSPECTIVE , FORESHORTENING, FORM AND THE LIGHT SOURCE**

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VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.4.12.A	Aesthetic Responses
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music,

theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.

VPA.1.4.12.B.2

Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

CAEP.9.2.12.C

Career Preparation

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

## **Target 2-- Level 2 Comprehension**

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**THE STUDENTS WILL BE ABLE TO COMPOSE AN IMAGE THROUGH AN OBSERVATION OF THE SUBJECT THAT WILL ALLOW THE STUDENT TO IMPROVE UPON THEIR TECHNICAL SKILLS**

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VPA.1.3.12.D.5

Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

VPA.1.4.12.B.2

Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

VPA.1.4.12.B.CS2

The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

## **Target 3-- Analysis**

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**THE STUDENTS WILL BE ABLE TO CREATE A STILL LIFE DRAWING DEMONSTRATING SKILLS IN SHADING AND BLENDING VALUES USING GRAPHITE PENCILS**

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VPA.1.1.12

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

VPA.1.3.12.D.5

Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

VPA.1.3.12.D.CS1

How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.

VPA.1.3.12.D.CS2

Culturally and historically diverse art media, art mediums, techniques, and styles

impact originality and interpretation of the artistic statement.

### **Summative Assessment**

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1. CRITIQUE OF THE PROJECT.
2. CLASS DISCUSSION.
3. INDIVIDUAL NOTATION OF ACCOMPLISHMENTS AND PROBLEMS.
4. SUGGESTIONS FROM THE CLASS & TEACHER REGARDING THE PROJECT.
5. UPLOADING THE PROJECT ON GOOGLE SLIDES.

### **Formative Assessment and Performance Opportunities**

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1. In-class discussion, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Digital assessments with accompanying assignments.
5. Research.
7. Responses.
8. Think/Pair/Share activities.
9. Teacher's Response.

### **Differentiation / Enrichment**

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#### **Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.

**Enrichment:**

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

**Unit Resources**

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**RESOURCES:**

Research online tutorials

Examine higher technical approach and mastery from other designers and their work

Samples of previous work