

Unit 1: Drawing Basics

Content Area: **Performing Arts**
Course(s):
Time Period:
Length: **Approximately 9 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
N/A	N/A

Drawing Basics Summary

Unit 1, Drawing Basics, introduces the primary concepts of drawing and presents a visual toolkit for artmaking and art reading. This unit will outline the visual building blocks, the Elements of Art, in a series of projects that explore traditional components of drawing. Questions that will examine the artist's understanding of what we see vs. what we think we see will ground observational assignments such as still life drawings and technique studies. These foundational projects and exercises will focus on line, texture, value, and form. Artists will work in a variety of drawing materials such as graphite drawing pencils, india ink, charcoal, and fine point markers.

Learning Objectives

- Compare and contrast observational drawings and imaginative drawings
- Compare and contrast sketching and drawing
- Compare and contrast visual aids in drawing
- Complete a still life drawing from in-class observation/life drawing
- Consider how value contributes to form
- Consider the role chance plays in artwork
- Create a five part value scale using drawing pencils
- Create a value scale using line
- Create value scales based on drawing pencils H through B
- Create varied types of line using an array of materials
- Define composition and how it relates to visual art
- Define the elements of art and identify them in famous works of art as well as their own
- Employ observational skills
- Evaluate the function and use of various mark-making techniques
- Identify and define the Elements of Art

- Identify properties of drawing pencils
- Participate in a formal critique
- Use art related vocabulary to describe and discuss artwork
- Use drawing tools and aids such as the grid method
- Use visual structures and functions of art to communicate ideas

Essential Skills

- Artists will be able to analyze and interpret artwork.
- Artists will be able to analyze the role and responsibility of an artist.
- Artists will be able to appropriately depict scale and proportion in the human figure and portrait.
- Artists will be able to compare and contrast periods of art movements.
- Artists will be able to critique and give constructive feedback on own artwork and artwork of others.
- Artists will be able to define, recognize, and apply the Elements of Art.
- Artists will be able to demonstrate strong skills in technical drawing.
- Artists will be able to develop a rich fine arts vocabulary.
- Artists will be able to discuss the roles of artists in local communities.
- Artists will be able to discuss the use of art as a form of visual communication.
- Artists will be able to display knowledge of various media and their properties.
- Artists will be able to examine art's place in the world.
- Artists will be able to examine self as an artist.
- Artists will be able to identify and apply color relationships using color theory.
- Artists will be able to properly and appropriately care for, store, and present artwork.
- Artists will be able to render 3-dimensionally on 2-dimensional planes.
- Artists will be able to safely use and store art materials.

Standards

VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Instructional Tasks/Activities

Students will correctly demonstrate, perform, identify, discuss, analyze, compare:

- Art vocabulary and exercises
- Collaborative grid portrait project
- Contour “One Liners” practice
- Drawing pencil scale exercise
- Elements of Art quiz
- Grid exercise/Chuck Close packet
- Landscape thumbnails
- Line design landscape drawings
- Line practice chart
- Observation/imagination drawings
- Reimagined images project
- Still life drawing projects
- Value scale exercise sheet
- Van Gogh landscape research handout

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- Cumulative portfolio
- Daily Draw warm ups
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- In class participation
- In class projects
- Journal / Student Reflection
- Kahoot
- Midterms and finals
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Project goal tracking
- Quiz

- Quizzes and tests
- Research projects
- Rubric
- Sketchbook checks
- Teacher Collected Data
- Teacher observation
- Test
- Worksheet
- Written and verbal critiques

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify
- Use Doctopus and Goobric to allow artists to create their own rubrics for assignments based on project and individual goals
- Use Google Docs to track project goals and complete written critiques

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education. This includes the use of drawing aids such as pre-created grid overlays for artwork, extended time on assignments, and graphic organizers for thumbnail sketches.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load

- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- 50 Things to Draw
- Art 101
- Art Fundamentals Theory and Practice
- Art of Nineteenth Century Europe
- Drawing on the Right Side of the Brain
- Frida Kahlo Painting Her Own Reality
- Graffiti School
- Juxtapoz Magazine and Juxtapoz.com
- Line of Action Figure Drawing guide
- National Gallery of Art
- PowerPoints
- The Daily Book of Art
- The Little Book of Dali
- The Metropolitan Museum of Art website
- The Moma website
- The Moma World Reference
- The Secret Language of the Renaissance: Decoding the Symbolism of Italian Art
- The Secret Lives of Colors
- The Secret Lives of Famous Artists

- The Sketch Daily
- The World Art Reference Guide
- Van Gogh
- Visual Reference Guide: Mythology
- Visual Reference Guide: World History

Unit Vocabulary

- Chiaroscuro
- Color
- Composition
- Contour
- Critique
- Crosshatch
- Elements of Art
- Exquisite Corpse
- Form
- Hatching
- Hyper realism
- Line
- Line design
- Media
- Medium
- Observation
- Pointillism
- Realism
- Scale
- Scrambling
- Shape
- Space
- Still life
- Stippling
- Surrealism
- Technique
- Texture
- Value

Artistic Materials

- Drawing paper
- Erasers
- Glue
- Graphite drawing pencils
- Kneaded erasers
- Magazines
- Rulers
- Scissors
- Sharpie markers

Unit Artists

- Chuck Close
- Joel Daniel Phillips
- Matt Gordon
- Pablo Picasso
- Vincent Van Gogh

Teaching Strategies

- In class assignments will produce works of art that reflect thoughtful consideration of concept in addition to skill building with a variety of fine arts materials.
- Meaningful instruction will be given using PowerPoint notes and presentations, hand out worksheets, art process and technique demonstrations, and modeling thought and creative processes.
- Sketchbook assignments and daily warm ups will reinforce classroom knowledge and build on prior understandings.
- Various teaching methods and techniques will be utilized in this course.