Grade 5 - Unit 1 - Drawing Animals

Unit Focus

In 5th Grade Art, Students will create an animal sculpture inspired by the native artwork of Oaxaca, Mexico. This multi-stage project will have students drawing, developing color schemes, building an armature and sculpture, and also painting. Each unit builds towards the completion of the sculpture and allows students to focus on and refine their project each step of the way to create something they can be proud of!

In the first unit, students will learn about tools such as the range of drawing pencils and the simple shapes technique of drawing. They will use those skills to render an image of a purposefully chosen animal subject. Students will learn by working step by step through the drawing process while receiving regular feedback along the way.

Stage 1: Desired Results

Established Goals

Standards

National Core Arts Standards
Visual Arts: 5
Synthesize: Synthesize and relate knowledge and personal experiences to make art. *(VA:Cn10.1.5)*
Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making. *(VA:Cn10.1.5.a)*
Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. *(VA:Cr1.1.5)*
Combine ideas to generate an innovative idea for art-making. *(VA:Cr1.1.5.a)*
Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. *(VA:Cr1.2.5.a)*
Investigate: Organize and develop artistic ideas and work. *(VA:Cr2.1.5)*
Identify, describe, and visually document places and/or objects of personal significance. *(VA:Cr2.3.5.a)*

Other Goals

Madison Public Schools Profile of a Graduate
Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)

Transfer

Students will be able to independently use their learning to...
T1   Create works of art to personally engage in the artistic process and/or communicate meaning
T2   Develop and refine techniques and skills through purposeful practice and application to become more fluent
T3   Engage in critique to inform next steps or deepen examination of an artistic work

Meaning

Understanding(s)

Students will understand that...
U1   Making artistic choices is grounded in prior knowledge, exposure to new ideas, and personal identity.
U2   Artists' creative choices are influenced by their expertise, context, and expressive intent.
U3   Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.
U4   Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.

Essential Question(s)

Students will keep considering...
Q1   What inspires me? Where do I get my ideas from?
Q2   How do I use what I visualize/imagine and make it come to life?
Q3   How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next?

Acquisition

Knowledge

Students will know...
K1   Artists use reference images and direct observation to make accurate artistic choices.

Skill(s)

Students will be skilled at...
S1   Investigating meaningful potential subject matters.

Stage 1: Desired Results		
Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)	K2 Subjects can be broken down into simple shapes to aid in the drawing process. K3 Artist identify and utilize specific media and tools to achieve desired results. K4 Artists continually reflect on and refine their product during the creative process. K5 Artists generate meaningful ideas for artistic investigation from their environments, identity, and experience. K6 Vocabulary: Value, Form, Shape, Graphite Grades	S2 Examining a subject through direct observation of a chosen image S3 Utilizing simple shapes to break down a complex subject S4 Selecting appropriate tools to achieve a desired effect. S5 Assessing a work in progress in order to refine and develop the final product.