



Drawing Unit 4 - How to Draw a Selfie

Unit Focus

In this unit students will explore formal lighting patterns, frontal portrait proportions, and rendering facial features. They will apply their portrait drawing skills in a fully rendered, frontal Self- Portrait using renaissance grid technique. Students will learn through a series of guided practice exercises and teacher demonstration

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer									
<p>National Core Arts Standards <i>Visual Arts: HS Proficient</i> Synthesize: Synthesize and relate knowledge and personal experiences to make art. (VA:Cn10.1.HSI) Document the process of developing ideas from early stages to fully elaborated ideas. (VA:Cn10.1.HSI.a) Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.HSI) Use multiple approaches to begin creative endeavors. (VA:Cr1.1.HSI.a) Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. (VA:Cr1.2.HSI.a) Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.HSI) Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. (VA:Cr3.1.HSI.a) Interpret: Apply criteria to evaluate artistic work. (VA:Re9.1.HSI) Establish relevant criteria in order to evaluate a work of art or collection of works. (VA:Re9.1.HSI.a)</p>	<p><i>Students will be able to independently use their learning to...</i> 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</p>									
<p>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) Product Creation: Effectively use a medium to communicate important information. (POG.3.2) Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)</p>	<p>Meaning</p> <table border="1" data-bbox="884 727 2022 1068"> <thead> <tr> <th data-bbox="884 727 1409 786">Understanding(s)</th> <th data-bbox="1409 727 2022 786">Essential Question(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="884 786 1409 1068"> <p><i>Students will understand that...</i> U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U2 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.</p> </td> <td data-bbox="1409 786 2022 1068"> <p><i>Students will keep considering...</i> Q1 What does quality look/feel/sound like? How do I fine tune my work for and with an audience? Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q3 How do I use what I visualize/imagine and make it come to life?</p> </td> </tr> </tbody> </table> <p>Acquisition of Knowledge and Skill</p> <table border="1" data-bbox="884 1133 2022 1440"> <thead> <tr> <th data-bbox="884 1133 1409 1192">Knowledge</th> <th data-bbox="1409 1133 2022 1192">Skill(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="884 1192 1409 1440"> <p><i>Students will know...</i> K1 positive/negative space (heads shape vs background shape) K2 sighting/ measuring for proportion K3 identify shadow shapes K4 light and dark values imply form</p> </td> <td data-bbox="1409 1192 2022 1440"> <p><i>Students will be skilled at...</i> S1 Plan and Organize composition (vertical grid) S2 Using appropriate citing and measuring techniques to place all facial features on grid. S3 Examining drawing for positive and negative spatial relationships to inform corrections or modifications</p> </td> </tr> </tbody> </table>		Understanding(s)	Essential Question(s)	<p><i>Students will understand that...</i> U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U2 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.</p>	<p><i>Students will keep considering...</i> Q1 What does quality look/feel/sound like? How do I fine tune my work for and with an audience? Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q3 How do I use what I visualize/imagine and make it come to life?</p>	Knowledge	Skill(s)	<p><i>Students will know...</i> K1 positive/negative space (heads shape vs background shape) K2 sighting/ measuring for proportion K3 identify shadow shapes K4 light and dark values imply form</p>	<p><i>Students will be skilled at...</i> S1 Plan and Organize composition (vertical grid) S2 Using appropriate citing and measuring techniques to place all facial features on grid. S3 Examining drawing for positive and negative spatial relationships to inform corrections or modifications</p>
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Stage 1: Desired Results - Key Understandings

		<p>S4 Using a common geometric form (cone, sphere, cube, etc.) as a basis for illustrating facial features.</p> <p>S5 Applying value to render features to create the illusion of form</p> <p>S6 Taking responsible risks to facilitate the creation process</p> <p>S7 Engage in critique of their work and the work of their peers to inform future drawing endeavors.</p>
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