



# Drawing Unit 1 - Drawing Dynamics

## Unit Focus

Students will become skilled in the fundamentals of drawing from observation by engaging in a series of dynamic drawing exercises aimed at developing their perceptual abilities. They will apply their observational drawing techniques to demonstrate skills in spatial relationships, gesture drawing, sighting and measuring for proportion and practical perspective. Students will learn by teacher demonstration and guided practice using exercises from Drawing on the Right Side of the Brain: Betty Edwards, to practice and hone their observational skills.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>National Core Arts Standards</b>  <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)</p> <p><b>Madison Public Schools Profile of a Graduate</b>            Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)            Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)</p>	<p><i>Students will be able to independently use their learning to...</i>  <b>T1</b> Develop and refine techniques and skills through purposeful practice and application to become more fluent  <b>T2</b> Make appropriate choices as a responsible, respectful participant within a communal artistic experience  <b>T3</b> Engage in critique to inform next steps or deepen examination of an artistic work</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i>  <b>U1</b> Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.</p>	<p><i>Students will keep considering...</i>  <b>Q1</b> What does quality look/feel/sound like? How do I fine tune my work for and with an audience?  <b>Q2</b> What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?  <b>Q3</b> What am I learning or have I learned from creating this work of art?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i>  <b>K1</b> Key vocabulary for spatial relationships: positive /negative space, gesture drawing, sighting and measuring for proportion, practical perspective.</p>	<p><i>Students will be skilled at...</i>  <b>S1</b> Using appropriate sighting and measuring techniques to achieve a proportionally correct rendering  <b>S2</b> Using gesture drawing to sketch out initial placement and proportions  <b>S3</b> Examining gesture drawings for positive and negative spatial relationships to inform corrections or modifications  <b>S4</b> Taking responsible risks to facilitate the creation process  <b>S5</b> Using a common form as a basis for illustrating more complex shapes</p>	