



Drawing Unit 2 - You Can Draw!

Unit Focus

Students will become skilled at rendering values, planning and creating compositional studies, and creating a large, fully rendered still life drawing. They will apply various drawing techniques, to create a well composed and fully rendered still life drawing comprised of several objects. Students will learn through guided practice intended to reinforce skills previously learned.

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>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) 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> 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>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i> U1 Artists’ creative choices are influenced by their expertise, context, and expressive intent. U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U3 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>
Acquisition of Knowledge and Skill		
Knowledge	Skill(s)	
<p><i>Students will know...</i> K1 the relationship between positive/negative spaces within a drawing. K2 gesture drawing K3 sighting/ measuring for proportion K4 practical perspective</p>	<p><i>Students will be skilled at...</i> S1 Plan and Organize composition (vertical/horizontal). S2 Using appropriate citing and measuring techniques to place all the objects on the page. S3 Using gesture drawing to sketch out initial placement of objects on the page.</p>	

Stage 1: Desired Results - Key Understandings

K5 light and dark values imply form

S4 Examining gesture drawings for positive and negative spatial relationships to inform corrections or modifications

S5 Using a common geometric form (cone, sphere, cube, etc.) as a basis for illustrating more complex shapes.

S6 Applying value to render objects to create the illusion of form

S7 Engage in critique of their work and the work of their peers to inform future drawing endeavors.