



Drawing Unit 3 - Color Dynamics

Unit Focus

Students will become skilled at the design elements of color, shape and textures and their application to drawing and printmaking processes. They will apply their knowledge of color and composition to create a color collagraph print. Students will learn by color mixing, basic composition, and collagraph plate preparation through guided practice. Following a printmaking 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) 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) 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><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 T4 Make appropriate choices as a responsible, respectful participant within a communal artistic experience</p>	
	Meaning	
	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 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience. 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. U4 Artists' creative choices are influenced by their expertise, context, and expressive intent.</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 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? Q4 What am I learning by engaging in critique? Q5 How much freedom do I have to be creative and also work within established criteria?</p>
	Acquisition of Knowledge and Skill	
Knowledge	Skill(s)	
<p><i>Students will know...</i> K1 proficiency in color theory and mixing (primary and secondary)</p>	<p><i>Students will be skilled at...</i> S1 applying basic color theory and mixing techniques (color wheel, values and intensities)</p>	

Stage 1: Desired Results - Key Understandings

	<p>K2 compositional elements and principles (e.g., formal, informal, grid-set and random)</p> <p>K3 how to use gesture drawing to generate compositional layouts</p> <p>K4 how to work with basic art materials and processes (e.g., cutting, measuring, gluing, etc.)</p>	<p>S2 orchestrating color schemes for desired visual impact (monochromatic, analogous, complementary, triadic) and applying printing ink consistent with selected color scheme</p> <p>S3 creating thumbnail sketches to resolve composition</p> <p>S4 constructing a collagraph plate comprised of textures and shapes determined by selected composition</p> <p>S5 pulling a print on the printing press</p> <p>S6 responding to their work to inform future work</p>
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