



# Drawing Studio Unit 2 - Perspective with the Figure

## Unit Focus

Students will develop a working knowledge of the basic concepts of one and two point perspective and how to incorporate a figure. They will apply their knowledge of perspective to render a one or two point, interior or exterior space drawing with a human figure. Students will learn through a series of practice exercises and guided practice.

## Stage 1: Desired Results - Key Understandings

| Standard(s)  | Transfer   |                       |
|--|--|-----------------------|
| <p><b>National Core Arts Standards</b><br/> <i>Visual Arts: HS Proficient</i><br/>           Select: Select, analyze and interpret artistic work for presentation. (VA:Pr.4.1.HSI)<br/>           Analyze, select, and curate artifacts and/or artworks for presentation and preservation. (VA:Pr.4.1.HSI.a)<br/>           Interpret: Apply criteria to evaluate artistic work. (VA:Re9.1.HSI)<br/>           Establish relevant criteria in order to evaluate a work of art or collection of works. (VA:Re9.1.HSI.a)<br/> <i>Visual Arts: HS Accomplished</i><br/>           Synthesize: Synthesize and relate knowledge and personal experiences to make art. (VA:Cn10.1.HSII)<br/>           Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making. (VA:Cn10.1.HSII.a)<br/>           Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.HSII)<br/>           Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. (VA:Cr2.1.HSII.a)</p> <p><b>Madison Public Schools Profile of a Graduate</b><br/>           Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)<br/>           Product Creation: Effectively use a medium to communicate important information. (POG.3.2)<br/>           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><br/> <b>T1</b> Create works of art to personally engage in the artistic process and/or communicate meaning<br/> <b>T2</b> Develop and refine techniques and skills through purposeful practice and application to become more fluent<br/> <b>T3</b> Capture the feeling or emotional response which an artistic piece elicits<br/> <b>T4</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><br/> <b>U1</b> Artists' creative choices are influenced by their expertise, context, and expressive intent.<br/> <b>U2</b> Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.<br/> <b>U3</b> Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.<br/> <b>U4</b> 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><br/> <b>Q1</b> What inspires me? Where do I get my ideas from?<br/> <b>Q2</b> How do I use what I visualize/imagine and make it come to life?<br/> <b>Q3</b> How much freedom do I have to be creative and also work within established criteria?<br/> <b>Q4</b> What does quality look/feel/sound like? How do I fine tune my work for and with an audience?<br/> <b>Q5</b> What am I learning or have I learned from creating this work of art?<br/> <b>Q6</b> What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?<br/> <b>Q7</b> K-3: What does quality look/feel/sound like? 4-12: What are the established conventions of the art form/genre/style? What is the impact of those conventions on the piece?<br/> <b>Q8</b> What am I learning by engaging in critique?</p> |                       |

## Stage 1: Desired Results - Key Understandings

|  | Acquisition of Knowledge and Skill   |  |
|--|--|--|
|  | Knowledge  | Skill(s)   |
|  | <p><i>Students will know...</i></p> <p><b>K1</b> Basic rules of one and two point perspective (e.g. vanishing point, horizon line, orthogonal lines)</p> <p><b>K2</b> General proportions of the human figure</p> <p><b>K3</b> Lights and darks model form, value creates an illusion of depth (Atmospheric perspective)</p> | <p><i>Students will be skilled at...</i></p> <p><b>S1</b> Drawing an interior space or an exterior view of a building in one or two point perspective.</p> <p><b>S2</b> Correctly placing a figure in space, consistent with their viewpoint and perspective.</p> <p><b>S3</b> Rendering with values to create an illusion of depth and space.</p> |