



Drawing Studio Unit 4 - Expressive, 3/4 View Portrait

Unit Focus

Students will learn how to fearlessly approach drawing the human head in 3/4 view. Students will apply the rules of portraiture and their technical drawing skills to create a large scale, reductive drawing of an expressive portrait. Students will learn through a series of exercises to develop their comfort level and proficiency with drawing the human head in multiple positions and varying degrees of the 3/4 view.

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) <i>Visual Arts: HS Accomplished</i> Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.HSII) Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. (VA:Cr2.1.HSII.a) Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.HSII) Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. (VA:Cr3.1.HSII.a) Analyze: Develop and refine artistic techniques and work for presentation. (VA:Pr5.1.HSII) Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. (VA:Pr5.1.HSII.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) Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1) 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 Make appropriate choices as a responsible, respectful participant within a communal artistic experience T4 Capture the feeling or emotional response which an artistic piece elicits T5 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 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. U3 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.</p>	<p><i>Students will keep considering...</i> Q1 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? Q2 What am I learning by engaging in critique? Q3 What does quality look/feel/sound like? How do I fine tune my work for and with an audience? Q4 What am I learning or have I learned from creating this work of art? Q5 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?</p>

Stage 1: Desired Results - Key Understandings

		<p>Q6 How do I show mood or feeling in this work of art? How did the audience/viewers respond? Did what I was trying to express work?</p> <p>Q7 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?</p> <p>Q8 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></p> <p>K1 Compositional design methods.</p> <p>K2 General rules of proportion for portrait drawing.</p> <p>K3 How to select appropriate media for desired task. (i.e. Use soft, vine charcoal, for initial lay in, including blocking in shadow shapes. Use a kneaded eraser to carve into the shadow shapes. Selecting compressed charcoal and charcoal pencils to develop dark masses and details</p> <p>K4 Artists refine work in response to constructive feedback.</p> <p>K5 Mark making can influence the emotional impact of a work of art.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Organizing compositional elements.</p> <p>S2 Establishing a proportionally correct portrait.</p> <p>S3 Employing reductive drawing techniques to render form. (Erased highlights, paper tone utilized for mid-tones and dark values have been fully developed.)</p> <p>S4 Understanding when and how to take action based on feedback given.</p> <p>S5 Creating an expressive 3/4 view portrait.</p> <p>S6 preparing artwork(s) for presentation.</p>	