



# Grade 6 Unit 1 - Animal Drawing

## Unit Focus

Students will become skilled at drawing animals by identifying and breaking down the animal form into simple shapes. They will apply their skills of siting and applying value and shading to make their drawings look more realistic. Students will learn by reflecting on their work and refining their skills needed to accurately depict their animals.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>National Core Arts Standards</b>  <i>Visual Arts: 6</i>            Synthesize: Synthesize and relate knowledge and personal experiences to make art. (VA:Cn10.1.6)            Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. (VA:Cn10.1.6.a)            Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.6)            Formulate an artistic investigation of personally relevant content for creating art. (VA:Cr1.2.6.a)            Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.6)            Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. (VA:Cr2.1.6.a)</p> <p><b>Madison Public Schools Profile of a Graduate</b>            Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)            Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)</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> Create works of art to personally engage in the artistic process and/or communicate meaning</p>	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<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.  <b>U2</b> Artists' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p><i>Students will keep considering...</i>  <b>Q1</b> How do I use what I visualize/imagine and make it come to life?  <b>Q2</b> How much freedom do I have to be creative and also work within established criteria?  <b>Q3</b> What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?</p>
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
<p><i>Students will know...</i>  <b>K1</b> Influence of Artist: Marc Chagall, Stephen Park, Carol Gillan, Richard Symonds, Suzie Marsh, Wayne Westwood  <b>K2</b> Driving Elements and Art Vocabulary: Line, Shape, Value, Texture, Space, Balance, Composition, Contrast, Shading techniques (e.g. blending, hatch, cross-hatch, stipple)</p>	<p><i>Students will be skilled at...</i>  <b>S1</b> Using line and shape to create the basic outline of the object  <b>S2</b> Creating an intentional composition using positive space, negative space, and balance  <b>S3</b> Using different values and shading techniques to make the object look more realistic</p>	