

Unit 2: Drawing
8th Grade Art
13 Class Meetings

Revised May 2022

Essential Questions

- How do artists and designers create works of art or design that effectively communicate?
- How do you use other disciplines to help aide your creation of art?

Enduring Understandings with Unit Goals

EU 1: Line, shape and texture are indispensable elements of art.

- Examine the aspects of line, shape, and texture

EU 2: Drawings are marks with meaning.

- Explore types of drawings in history and culture
- Compare and contrast various types of drawings through media and key areas of perception, communication, and invention.

EU 3: Drawings can be used to communicate ideas

- Create drawings based on observations
- Express drawings that communicate a message
- Generate drawings that express creativity and invention
- Reflect on your work and experience creating drawings

Standards

Common Core State Standards:

- **VA:Cr1.1.8a:** Document early stages of the creative process visually and/or verbally in traditional or new media.
- **VA:Cr2.1.8a:** Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.
- **VA:Pr4.1.8a:** Develop and apply criteria for evaluating a collection of artwork for presentation.
- **VA:Re.7.2.8a:** Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- **ELA-Literacy:** cite text-based evidence to support an analysis of informational text. (RI 6.1)

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ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. The Elements of line, shape and texture are essential elements of art.

- Examine the aspects of line, shape, and texture
- Experiment with different lines, shapes, and texture

2. Drawing Types

- Explore types of drawings in history and culture
- Compare and contrast different drawings methods and techniques

3. Art Creation and Critique

- Create drawings based on observation
- Express drawings based that communicate a message
- Generate drawings that express creativity and inventiveness
- Reflect on your own work and experience creating sculpture

Interdisciplinary Connection:

- Language Arts
- Math
- Social Studies

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- *Explore* different types of drawings in various time periods within multiple cultures. (Create a still life.)
 - *How does the technique used change the feeling a drawing?*
- *Create* a drawing based on direct observation using contour lines. **
 - *What do you think direct observation means?*
 - *How do you use math while drawing?*
- *Create* a drawing based on direct observation using value.** (Shoes)
 - What is your favorite shoe?*
 - Would you wear the shoe you drew?*
- *Differentiate* areas of the human face using graphite.**
 - How do you draw a nose?*
 - How do you draw a mouth?*
 - How do you draw eyes?*
- Apply skills of individual parts of face to *construct* a whole face.**
 - Does your drawing look like you?*
 - Do you like your self- portrait, why or why not?*
- Write a reflection and *summarize* your idea behind the design and why is personal to you.

Instructional Strategies/Differentiated Instruction

- Lectures with notes
- Guided notes
- Student-led instruction
- Independent problem-solving
- Feedback and Critique
- Revising and editing
- Collaborative problem-solving
- Cross-curricular problem solving (independent and collaborative)
- Accountable Talk
- Homework

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Assessments

FORMATIVE ASSESSMENTS:

- Warm-ups (SBAC)
- ABCD Cards
- Whiteboards
- Mid-class check-ins
- Exit Slips
- Accountable Talk Discussions
- Do Now
- Student-led instruction
- Homework
- Image Performance Task
- Rubric Assessment

SUMMATIVE ASSESSMENTS:

- Quiz :(EU 1, 2, 3)
- Drawing & Design (EU 3)

Unit Task

Unit Task Name: Self-Portrait

Description: Students will use the elements line, shape, texture, color, and value to create a drawn collage that communicates a message about themselves. Students will complete a self- portrait that also includes a photograph of the student to show their perception skills. Students will then reflect on their images using a rubric. (EU 1, 2 & 3)

Evaluation: Summative Assessments and Rubric Assessment.

Unit Resources

- Visual Images
- Flipped Google Classroom Videos
- Worksheets/Paper
- Pencils
- Laptops
- Computer paint/drawing app
- Colored Pencils/ Paint
- Hand Tools
- Various materials