



Grade 3 - Unit 2 - Biome Animals & Landscapes

Unit Focus

In this unit, third graders will learn observational drawing techniques to create perspective and value as this is the time that they are entering the dawning realism stage of artistic development. Students will apply these skills toward the drawing of an animal in its environment in connection with their scientific study of biomes. They will learn by analyzing and practicing with various drawing styles.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <p>Next Generation Science Standards (content standards) <i>Elementary Standards: 2</i> Biological Evolution: Unity and Diversity (2-LS4) Make observations of plants and animals to compare the diversity of life in different habitats. (2-LS4-1)</p> <p>National Core Arts Standards <i>Visual Arts: 3</i> Synthesize: Synthesize and relate knowledge and personal experiences to make art. (VA:Cn10.1.3) Develop a work of art based on observations of surroundings. (VA:Cn10.1.3.a) Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.3) Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life. (VA:Cr2.3.3.a) Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.3) Elaborate visual information by adding details in an artwork to enhance emerging meaning. (VA:Cr3.1.3.a) Perceive: Perceive and analyze artistic work. (VA:Re7.1.3) Speculate about processes an artist uses to create a work of art. (VA:Re7.1.3.a)</p> <p>Other Goals 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)</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent</p> <p>T2 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></p> <p>U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.</p> <p>U2 Artists select a repertoire/body of work to demonstrate current range and depth of expertise for a given purpose and audience.</p> <p>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.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 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>Q2 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?</p> <p>Q3 What am I learning by engaging in critique?</p>
	Acquisition	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 Animal figures can be broken down into basic lines and shapes</p> <p>K2 A landscape consists of a background, foreground, and middle ground</p> <p>K3 The illusion of space can be created by overlapping or changing the size of objects.</p> <p>K4 There are a variety of shading techniques such as hatching, cross-hatching, stippling, scumbling, and blending.</p> <p>K5 Artists can make their work stronger by reflecting and getting feedback through critique with others</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Beginning a sketch with basic shapes and lines</p> <p>S2 Developing and refining a sketch, including using feedback from a peer or teacher</p> <p>S3 Drawing a realistic animal within its environment</p> <p>S4 Using shading techniques to achieve form in a drawing</p> <p>S5 Utilizing overlapping, size, to achieve perspective within a landscape</p>	