Grade 6 Unit 1 - Animal Drawing

Unit Focus

This unit invites students to explore the intersection of artistic technique and personal growth. By studying professional and peer artwork, students develop the foundational skills of observation, composition, and realistic rendering using a variety of drawing pencils and shading techniques. Beyond the canvas, this unit is grounded in the Profile of a Graduate (POG) competencies, specifically focusing on Self-Direction through the lenses of Self-Awareness and Decision Making. In the context of their artwork, students reflect on their strengths and areas for growth. As they move from practice sketches to the final product they must assess their own technical progress particularly in how they manage their time and stay motivated through the detailed shading process. Artistic creation is a series of informed choices. Students practice making informed decisions based on evidence by selecting reference photos that inspire them and determining the most effective composition for their background. They take responsibility for their learning by developing action plans to move their rough sketch into a final original product.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Visual Arts: 6

- Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. (VA:Cn10.1.6.a)
- Formulate an artistic investigation of personally relevant content for creating art. (VA:Cr1.2.6.a)
- Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. (VA:Cr2.1.6.a)

Madison Public Schools Profile of a Graduate

- 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)

Transfer

Students will be able to independently use their learning to...
T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent
T2 Create works of art to personally engage in the artistic process and/or communicate meaning

Meaning

Understanding(s)

Students will understand that...
U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.
U2 Artists' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question(s)

Students will keep considering...
Q1 How do I use what I visualize/ imagine and make it come to life?
Q2 How much freedom do I have to be creative and also work within established criteria?
Q3 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 Influence of Artist: Marc Chagall, Stephen Park, Carol Gillan, Richard Symonds, Suzie Marsh, Wayne Westwood
K2 Driving Elements and Art Vocabulary: Line, Shape, Value, Texture, Space, Balance, Composition, Contrast, Shading techniques (e.g. blending, hatch, cross-hatch, stipple)

Skill(s)

Students will be skilled at...
S1 Using line and shape to create the basic outline of the object
S2 Creating an intentional composition using positive space, negative space, and balance
S3 Using different values and shading techniques to make the object look more realistic