



Drawing I - Unit 2 - You Can Draw!

Unit Focus

In this unit, students will move beyond basic observational skills to master the art of compositional design. Students will learn to render complex values and organize multiple objects into a cohesive, fully realized still life. This drawing unit is also a design project that requires students to orchestrate balance, focal points, and narrative space. By treating the still life as a curated experience, students will actively exercise the Design capacity outlined in the Profile of a Graduate. Mastering the design phase requires more than artistic talent; it demands strategic and reflective thinking, as students move intentionally from initial concept to a polished final product. Students will learn to weigh the impact of every aesthetic choice, ensuring that their final drawing reflects purposeful planning rather than trial and error.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Visual Arts: HS Proficient <ul style="list-style-type: none">Use multiple approaches to begin creative endeavors. (VA:Cr1.1.HSI.a)Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. (VA:Cr1.2.HSI.a)Establish relevant criteria in order to evaluate a work of art or collection of works. (VA:Re9.1.HSI.a) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none">Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)	<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 Engage in critique to inform next steps or deepen examination of an artistic work	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Artists' creative choices are influenced by their expertise, context, and expressive intent. U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. 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.	<i>Students will keep considering...</i> Q1 What does quality look/feel/ sound like? How do I fine tune my work for and with an audience? Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q3 How do I use what I visualize/ imagine and make it come to life?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Leveraging relationship between positive/negative spaces within a drawing. K2 Artist use a gesture drawing approach to quickly define and adjust a composition	<i>Students will be skilled at...</i> S1 Using gesture drawing to sketch out initial placement of objects on the page. S2 Examining gesture drawings for positive and negative spatial relationships to inform corrections or modifications

Stage 1: Desired Results - Key Understandings

K3 Artists use sighting/ measuring techniques to observe and render proportion and perspective

K4 Artists implement Cezanne's Formula for simplified 3D forms.

S3 Using a common geometric form (cone, sphere, cube, etc.) as a basis for illustrating more complex shapes.

S4 Applying value to render objects to create the illusion of form

S5 Engage in critique of their work and the work of their peers to inform future drawing endeavors.