



Drawing I - Unit 3 - Portraiture

Unit Focus

In this unit, students will move beyond simple surface-level representation to explore the structural integrity of the human face. Students will master frontal portrait proportions, the technical rendering of facial features, and the precise application of the Renaissance grid technique, learning to bridge the gap between three-dimensional reality and two-dimensional form. This unit of study serves as a practical application of the Profile of a Graduate, where technical mastery and personal growth are intentionally intertwined.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Visual Arts: HS Proficient <ul style="list-style-type: none">Document the process of developing ideas from early stages to fully elaborated ideas. (VA:Cn10.1.HSI.a)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)Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. (VA:Cr3.1.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">Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)	<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 improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U2 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 Within the portrait, artists Identify shadow shapes to build the form of the head K2 Artist simplify elements to render correct placements and proportions before rendering details K3 The perception of a value is influenced by its surrounding values	<i>Students will be skilled at...</i> S1 Using appropriate citing and measuring techniques to place all facial features on grid. S2 Examining drawing for positive and negative spatial relationships to inform corrections or modifications S3 Using a common geometric form (cone, sphere, cube, etc.) as a basis for illustrating facial features. S4 Applying value to render features to create the illusion of form S5 Taking responsible risks to facilitate the creation process S6 Engage in critique of their work and the work of their peers to inform future drawing endeavors.