Drawing II - Unit 1 - Drawing Dynamics Revisited-Still Life

Unit Focus

Students will engage in a series of short-term activities designed to solidify foundational drawing competencies, including gesture, sighting, measuring, and charcoal manipulation. These exercises culminate in a comprehensive still life study in which students translate three-dimensional objects onto a two-dimensional surface with heightened accuracy. To excel in this unit, students must act as the primary evaluators of their own progress. There is an emphasis on Self-Awareness, requiring students to critically examine their performance during each session, identify specific technical challenges such as proportional distortion or value gaps, and actively implement strategies to improve. Students will document their process of revision, providing evidence of how they recognized errors and the specific adjustments made to improve the integrity of their drawings.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Visual Arts: HS Proficient

- Use multiple approaches to begin creative endeavors. (VA:Cr1.1.HSI.a)
- Establish relevant criteria in order to evaluate a work of art or collection of works. (VA:Re9.1.HSI.a)

Visual Arts: HS Accomplished

- Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making. (VA:Cn10.1.HSII.a)

Madison Public Schools Profile of a Graduate

- Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)

Transfer

Students will be able to independently use their learning to...
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)

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 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.

Essential Question(s)

Students will keep considering...
Q1 What am I learning or have I learned from creating this work of art?
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 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?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 Drawing toolkit: sighting and measuring, using positive and negative space, gesturing and contour lines, adding value to build form up from shape
K2 Engage in self reflection for the purpose of developing one's artistic work

Skill(s)

Students will be skilled at...
S1 become more fluent utilizing sighting and measuring and other basic drawing techniques for proportional figure drawing.
S2 self-assess drawings to determine next steps.