Drawing II - Unit 2 - Rendering in Color

Unit Focus

In this unit, students will develop functional mastery of one- and two-point perspective, learning how to construct convincing interior and exterior architectural spaces. Students will then integrate a human figure into these environments, ensuring that scale and placement adhere to the logic of established vanishing points. The focus on the Product Creation capacity requires students to move beyond simple drafting and engage in a formal process to refine composition for an intended purpose, creating a sense of immersion for the viewer. Students will plan spatial layouts, iterate on figure placement, and purposefully refine environments based on the narrative needs of the piece. Success will be measured by how clearly the final drawing communicates a coherent, believable world.

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)
- 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)

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

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

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 Capture the feeling or emotional response which an artistic piece elicits
T4 Engage in critique to inform next steps or deepen examination of an artistic work
T5 Make appropriate choices as a responsible, respectful participant within a communal artistic experience

Meaning

Understanding(s)

Students will understand that...

U1 Artists' creative choices are influenced by their expertise, context, and expressive intent.
U2 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.
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.

Essential Question(s)

Students will keep considering...

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 show mood or feeling in this work of art? How did the audience/viewers respond? Did what I was trying to express work?
Q4 What am I learning by engaging in critique?

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Characteristics of chosen color media
K2 Color values can be used to model form

Skill(s)

Students will be skilled at...

S1 Orchestrating compositional elements to format their drawing.

Stage 1: Desired Results - Key Understandings		
	K3 Mark making can be used to emphasize form and add visual interest.	**S2** Applying media (i.e. layering with colored pencil, watercolor techniques or blending pastels) **S3** Manipulating color values (mid-tones, highlights and darks) to create a convincing illusion of depth. **S4** Applying mark making to emphasize form. (directional marks to reinforce forms and or expressive ones for visual interest.)