



Drawing II - Unit 3 - Expressive, 3/4 View Portrait

Unit Focus

This unit focuses on the mastery of techniques to create a large-scale, expressive portrait from a three-quarters perspective. Students will explore how to manipulate value by pulling highlights from a toned surface and pushing darks to establish a full range of depth and form. Beyond technical proportional accuracy, the project emphasizes capturing the unique mood of the subject through energetic mark-making and intentional composition. The final work culminates in a refined portrait that utilizes both charcoal and eraser to render a lifelike, evocative representation that fills the page.

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) Visual Arts: HS Accomplished <ul style="list-style-type: none"> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. (VA:Cr2.1.HSII.a) Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. (VA:Cr3.1.HSII.a) Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. (VA:Pr5.1.HSII.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 Make appropriate choices as a responsible, respectful participant within a communal artistic experience T4 Capture the feeling or emotional response which an artistic piece elicits T5 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. U3 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.	<i>Students will keep considering...</i> Q1 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? Q2 What am I learning by engaging in critique? Q3 What does quality look/feel/ sound like? How do I fine tune my work for and with an audience? Q4 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	Skill(s)
	<i>Students will know...</i> K1 Compositional design methods. K2 General rules of proportion for portrait drawing. K3 Mark making can influence the emotional impact of a work of art.	<i>Students will be skilled at...</i> S1 Organizing compositional elements. S2 Establishing a proportionally correct portrait. S3 Employing reductive drawing techniques to render form. (Erased highlights, paper tone utilized for mid-tones and dark values have been fully developed.)

Stage 1: Desired Results - Key Understandings		
		<p>S4 How to select appropriate media for desired task. (i.e. Use soft, vine charcoal, for initial lay in, including blocking in shadow shapes. Use a kneaded eraser to carve into the shadow shapes. Selecting compressed charcoal and charcoal pencils to develop dark masses and details</p>