Grade 2/3 Unit 2A - Animals & Biome Landscapes

Unit Focus

In this unit, second and third graders will learn observational drawing techniques to create perspective and value as this is the time that they are entering the dawning realism stage of artistic development. Students will apply these skills toward the drawing of an animal in its environment (in conjunction with third grade scientific study of biomes). They will learn by analyzing and practicing with various drawing styles.

Stage 1: Desired Results - Key Understandings

Standard(s)

Next Generation Science Standards
Performance Expectations: 2

- Make observations of plants and animals to compare the diversity of life in different habitats. (2-LS4-1)

National Core Arts Standards
Visual Arts: 2

- Discuss and reflect with peers about choices made in creating artwork. (VA:Cr3.1.2.a)
- Perceive and describe aesthetic characteristics of one's natural world and constructed environments. (VA:Re7.1.2.a)

Visual Arts: 3

- Develop a work of art based on observations of surroundings. (VA:Cn10.1.3.a)
- Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life. (VA:Cr2.3.3.a)
- Elaborate visual information by adding details in an artwork to enhance emerging meaning. (VA:Cr3.1.3.a)
- Speculate about processes an artist uses to create a work of art. (VA:Re7.1.3.a)

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- 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 Develop and refine techniques and skills through purposeful practice and application to become more fluent
T2 Make appropriate choices as a responsible, respectful participant within a communal artistic experience

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 Artists select a repertoire/ body of work to demonstrate current range and depth of expertise for a given purpose and 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 K-3: What does quality look/ feel/sound like? 4-12: What are the established conventions of the art form/genre/style? What is the impact of those conventions on the piece?
Q2 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?
Q3 What am I learning by engaging in critique?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 animal figures can be broken down into basic lines and shapes
K2 a landscape consists of a background, foreground, and middle ground
K3 the illusion of space can be created by overlapping or changing the size of objects.
K4 there are a variety of shading techniques such as hatching, crosshatching, stippling, scumbling, and blending.
K5 artists can make their work stronger by reflecting and getting feedback through critique with others

Skill(s)

Students will be skilled at...
S1 beginning a sketch with basic shapes and lines
S2 developing and refining a sketch, including using feedback from a peer or teacher
S3 drawing a realistic animal within its environment
S4 using shading techniques to achieve form in a drawing
S5 utilizing overlapping, size, to achieve perspective within a landscape