

## Drawing

**Unit #:** APSDO-00067514

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**Grade(s):** 5

**Subject(s):** Visual Arts

**Course(s):** GR. 5 - ART

### Unit Focus

In this unit, students will progress through the skills needed to complete several drawing projects that demonstrate an understanding of the basic elements and principles of design. Students will apply various basic elements and principles of design to their artwork. Student growth in this area will be assessed through observation and the application of a rubric to final drawing pieces. Primary instructional materials/tools include, but are not limited to, crayons, colored pencils, markers, pastels, pens, paper, and rulers. Additionally, students will progress through the skills needed to draw from observation. Students will apply their learning by observing and drawing items from real life/art instruction books and will apply various drawing skills and materials to complete artwork. Student growth in this area will be assessed through self-observation and application of a rubric to completed artwork. Primary instructional materials/tools include, but are not limited to, paper, sharpie markers, colored pencil, crayon, graphite pencils, erasers, water based markers, flair pens, and rulers.

### Stage 1: Desired Results

Established Goals	Transfer	
<b>Standards</b> <ul style="list-style-type: none"> <li>Connecticut Goals and Standards <ul style="list-style-type: none"> <li><i>Visual Arts: PK-12</i> <ul style="list-style-type: none"> <li>CREATING <ul style="list-style-type: none"> <li>Generate and conceptualize artistic ideas and work. (ART.CREA.01 PK-12)</li> <li>Organize and develop artistic ideas and work. (ART.CREA.02 PK-12)</li> <li>Refine and complete artistic work. (ART.CREA.03 PK-12)</li> </ul> </li> <li>RESPONDING <ul style="list-style-type: none"> <li>Apply criteria to evaluate artistic work. (ART.RESP.03 PK-12)</li> </ul> </li> <li>CONNECTING <ul style="list-style-type: none"> <li>Synthesize and relate knowledge and personal experiences to make art. (ART.CONN.01 PK-12)</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>	
	T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.	
	T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.	
	T3 (T103) Analyze a piece of artwork according to the elements and principles of design.	
	Meaning	
	Understanding(s)	Essential Question(s)

	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.</p> <p>U2 (U106) Growing artistic capacity requires exploration, invention, and openness to new ideas.</p> <p>U3 (U300) Feedback is effective when specific suggestions are shared in order to help the artist achieve a desired result.</p> <p>U4 (U102) Artists communicate meaning through their work.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q100) Where do I find inspiration to create art? How do I choose an idea?</p> <p>Q2 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p> <p>Q3 (Q101) What do I do when I'm stuck? What will help me keep improving?</p> <p>Q4 (Q400) How can I "read" a work of art? What do I notice?</p> <p>Q5 (Q402) What am I learning as an artist by reflecting on a work of art?</p> <p>Q6 (Q401) How do I use art vocabulary and criteria to talk about a work of art?</p>
	<b>Acquisition</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 How to apply principles of design to a work of art</p> <p>K2 How to apply materials to demonstrate an understanding of craftsmanship</p> <p>K3 How materials and tools can create a specific mood or artists intention</p> <p>K4 That ideas for art can be inspired from a variety of sources</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Understanding the concept of balance:</p> <ul style="list-style-type: none"> <li>• applying the use of symmetrical/asymmetrical balance</li> <li>• using line variations (e.g., techniques, pressures, linewidth)</li> </ul> <p>S2 Understanding the concept of unity:</p> <ul style="list-style-type: none"> <li>• achieving a common result; by creating a harmony of all the parts</li> <li>• deconstructing/breaking down a complicated shape to simple overlapping shapes</li> </ul> <p>S3 Understanding the concept of emphasis:</p> <ul style="list-style-type: none"> <li>• identifying the locations in a composition which most strongly draws the viewer's attention</li> </ul> <p>S4 Understanding the concept of rhythm and movement:</p> <ul style="list-style-type: none"> <li>• identifying visual movement through a work of art</li> </ul>