

Drawing

Unit #: APSDO-00116733
Team: Karen Wry-Brewer (Author), Kathryn-Ann O'Brien, Jan Cohen, Suzanne DelGallo

Grade(s): 6
Subject(s): Visual Arts
Course(s): GR. 6 - ART

Unit Focus

In this unit, students will refine/progress through the skills needed to complete drawing projects that demonstrate an understanding of the basic elements and principles of design. Students will apply various elements of design (line, shape, value) and the principles of design (balance, unity, emphasis, rhythm, movement) to their artwork. Student growth in this area will be assessed through observation and the application of a rubric to final drawing piece. Primary instructional materials/tools include, but are not limited to, crayons, colored pencils, markers, pastels, pens, paper, and rulers. Additionally, students will refine/progress through the skills needed to draw from observation. Students will apply their learning by observing and drawing items from real life 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	
<p>Standards</p> <ul style="list-style-type: none"> • Connecticut Goals and Standards <ul style="list-style-type: none"> ◦ Visual Arts: PK-12 <ul style="list-style-type: none"> ▪ CREATING <ul style="list-style-type: none"> ▪ Generate and conceptualize artistic ideas and work. (ART.CREA.01 PK-12) ▪ Organize and develop artistic ideas and work. (ART.CREA.02 PK-12) ▪ Refine and complete artistic work. (ART.CREA.03 PK-12) ▪ RESPONDING <ul style="list-style-type: none"> ▪ Perceive and analyze artistic work. (ART.RESP.01 PK-12) ▪ Interpret intent and meaning in artistic work. (ART.RESP.02 PK-12) ▪ CONNECTING <ul style="list-style-type: none"> ▪ Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (ART.CONN.02 PK-12) 	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p>	
	<p>T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.</p>	
	<p>T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.</p>	
	<p>T3 (T103) Analyze a piece of artwork according to the elements and principles of design.</p>	
	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 (U102) Artists communicate meaning through their work.</p> <p>U3 (U106) Growing artistic capacity requires exploration, invention, and openness to new ideas.</p> <p>U4 (U300) Feedback is effective when specific suggestions are shared in order to help the artist achieve a desired result.</p> <p>U5 (U302) Understanding art in historical or cultural context can influence how we respond to it.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q400) How can I "read" a work of art? What do I notice?</p> <p>Q2 (Q401) How do I use art vocabulary and criteria to talk about a work of art?</p> <p>Q3 (Q402) What am I learning as an artist by reflecting on a work of art?</p> <p>Q4 (Q100) Where do I find inspiration to create art? How do I choose an idea?</p> <p>Q5 (Q101) What do I do when I'm stuck? What will help me keep improving?</p> <p>Q6 (Q303) How does knowing about the artist (and the history) help me better react to/understand this work of art?</p>
Acquisition		
Knowledge		Skill(s)

	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p>
	<p>K1 How to apply principles of design to a work of art</p> <p>K2 That ideas for art can be inspired from a variety of sources</p> <p>K3 Contemporary and historical artists' work can inform and inspire student idea development</p> <p>K4 How materials and tools can create a specific mood or artists intention</p> <p>K5 How to apply materials to demonstrate an understanding of craftsmanship</p>	<p>S1 Understanding and applying the concept of balance:</p> <ul style="list-style-type: none"> • applying the use of symmetrical/asymmetrical balance • using contour lines to draw and define various objects from real life <p>S2 Understanding and applying the concept of unity:</p> <ul style="list-style-type: none"> • achieving a common result by creating a harmony of all the parts • deconstructing/breaking down complicated/various shapes to simple overlapping shapes <p>S3 Understanding and applying the concept of emphasis:</p> <ul style="list-style-type: none"> • Identify the locations in a variety of compositions (historical and contemporary) which most strongly draws the viewer's attention <p>S4 Understanding and applying the concept of rhythm and movement:</p> <ul style="list-style-type: none"> • identifying visual movement through a variety of historical/contemporary works of art • understanding visual movement in their own work <p>S5 Sharing responses to artwork based on an understanding of the time period and/or artist</p>