

Jay Curriculum: Unit Cover Page

Unit title: Drawing

Grade Level: 5-8

Content Area(s): Art

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- A 1, 2, 3, 4, 8
- B 1, 2, 3, 4
- C 1, 3, 5, 6

Unit: Art – 5-8

Brief Summary of Unit/Topic

Summary:

Drawings have many purposes, they can be a quick record of things you observe and want to remember. There can be a way to explore and try out new ideas for painting and sculpture. Drawing can also be planned as finished works of art. Many artists use a variety of drawing tools and material to express their ideas. The following words are used in the vocabulary of drawing: contour, gesture, dry media, wet media, mixed media, positive space, negative space, stipple, hatch, crosshatch, highlight, shadow, proportion, foreshortening, linear perspective, horizon line, vanishing point, and computer generated drawings.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Students will know:

Expression: Create drawings in a variety of media using different approaches and design concepts.

Art History: Understand and appreciate major types, processes and artistic traditions in drawing and two dimensional works of famous artists, their peers, and various cultures throughout history.

Art Criticism: Evaluate varieties of drawings in relation to their expressive qualities

Aesthetics: Understand terms for describing media and approaches to drawing

Students will be able to:

Identify various terms, types and styles of drawings: realistic, abstract. Identify various media that was used to create the drawing, identify the type of drawing for example: landscape, still life or portrait.

Identify a variety of artistic styles in drawings.

Enduring Understanding/s:

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Creative Expression	A1,2,3,4,8			
Cultural Heritage	B1,2,3,4			
Criticism & Aesthetics	C1,3,5,6			
QUIZZES, TESTS, PROMPTS				
Teacher/Student critique of drawings				
Written and aural exams				
STUDENT SELF ASSESSMENT				
Individual student/teacher evaluations for each sculpture project				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

- Grade Five Drawing Units:
 - Line as Texture Drawing
 - Contour Line Shoe Drawing Series
 - Creative Creature – Blending Color
- Grade Six Drawing Units:
 - Aboriginal Drawing Design
 - Action Drawings-Focus on Works by Degas and Renoir
 - Architecture Drawings
 - Using Linear perspective to show space
 - Frida Kahlo – Self portraits
- Grade Seven Drawing Units:
 - Illuminated Manuscript
 - Portrait
 - Drawings
 - Surrealism – Dalie, Margrette
- Grade Eight Drawing Units:
 - Still Life Drawings
 - Pen and Ink Caricature Drawings
 - Contour Line Drawings – Andrew Wyeth

REFERENCES: