

## Unit 1: Emotion and Reason: Drawing

**Unit #:** ISB-00091094  
**Team:** Devin Allen (Author)

**Date(s):** 08-13-2018 to 10-20-2018

**Grade(s):** 9, 10, 11, 12  
**Subject(s):** Visual Arts  
**Course(s):** Art 1: Seeing Like an Artist

### Prior Learnings/Connection

Examining images of visual art and elicit comments from students based on the Observation - Interpretation - Analysis Five by Five protocol.

### Unit Description

Students learn about some of the different drawing materials.  
Student learn about some of the different drawing techniques.  
Students are exposed to different types of drawing through different cultures and time periods.  
Students apply what they learned deliberately in a finished drawing.

### Stage 1: Learning Goals

#### Established Goals

#### Long-Term Transfer Goals

*What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...*  
T1 There are different ways to complete tasks and it important to know how to choose the correct methods and told in order to complete the task in the most efficient and well executed way.

#### Meaning

#### Enduring Understanding(s)

#### Essential Questions

Standards	<i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i>	<i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i>
<ul style="list-style-type: none"> <li>• National Core Arts Standards <ul style="list-style-type: none"> <li>◦ <i>Visual Arts: HS Proficient</i> <ul style="list-style-type: none"> <li>▪ Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.HSI) <ul style="list-style-type: none"> <li>▪ <b>Use multiple approaches to begin creative endeavors. (VA:Cr1.1.HSI.a)</b></li> <li>▪ <b>Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. (VA:Cr1.2.HSI.a)</b></li> </ul> </li> <li>◦ <i>Visual Arts: HS Accomplished</i> <ul style="list-style-type: none"> <li>▪ Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.HSII) <ul style="list-style-type: none"> <li>▪ <b>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. (VA:Cr2.1.HSII.a)</b></li> </ul> </li> <li>◦ <i>Visual Arts: HS Proficient</i> <ul style="list-style-type: none"> <li>▪ Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.HSI) <ul style="list-style-type: none"> <li>▪ <b>Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. (VA:Cr3.1.HSI.a)</b></li> </ul> </li> <li>▪ Analyze: Develop and refine artistic techniques and work for presentation. (VA:Pr5.1.HSI) <ul style="list-style-type: none"> <li>▪ <b>Analyze and evaluate the reasons and ways an exhibition is presented. (VA:Pr5.1.HSI.a)</b></li> </ul> </li> <li>▪ Perceive: Perceive and analyze artistic work. (VA:Re7.1.HSI) <ul style="list-style-type: none"> <li>▪ <b>Hypothesize ways in which art influences perception and understanding of human experiences. (VA:Re7.1.HSI.a)</b></li> <li>▪ <b>Analyze how one's understanding of the world is affected by experiencing visual imagery. (VA:Re7.2.HSI.a)</b></li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> </li></ul>	<p>U1 Reason and emotion can be combined in the same work of art.</p> <p>U2 Drawing media encompasses a wide range of materials and techniques; and they elicit specific effects on the viewer.</p> <p>U3 There is a combination of approaches when making a work of art. We organise and adjust our techniques based on the desired effect we want the viewers to have.</p>	<p>Q1 Technical: How do we decide which artistic approach to use?</p> <p>Q2 Flow: What behaviors support creativity.</p> <p>Q3 Sacred: How do we grow as artists?</p> <p>Q4 Technical: What are the different drawing materials?</p> <p>Q5 Technical: What are some different ways we can represent what we see on the 2D surface?</p> <p>Q6 Technical: What are some drawing techniques?</p> <p>Q7 Symbolic: How do we identify the symbols artists use to communicate?</p> <p>Q8 Epistemological: How do we categorize different approaches to drawing?</p> <p>Q9 Activate working memory: How do we use what we know when completing a task?</p> <p>Q10 Activate past memory: When should we recall things we learned?</p>
<b>Acquisition</b>		
<b>Essential Knowledge</b>		<b>Essential Skill</b>
<i>What facts and basic concepts should students know and be able to recall? Students will know...</i>		<i>What discrete skills and processes should students be able to use? Students will be skilled at...</i>
K1 Art History: European, North American, East Asian drawing.	S1 Choosing appropriate drawing technique from a range of choices.	
K2 General understanding of different drawing materials.	S2 One, Two, and Three point perspective.	
K3 Artistic Terminology: Shading, toning, contour lines, form, perspective, still life, portrait, land/cityscape, positive space, negative space, line, foreground, middle ground, background, blending, gestural drawing, measured drawing	S3 Gestural drawing.	
	S4 Using the human canon of proportions to make accurate drawings.	
	S5 Using a Venn diagram to organise one's thoughts.	
	S6 Using a combination of practices and skills to complete one work of art.	

**Other Goals**

- Learning21
  - Generate Ideas
  - Applies Ideas
  - Expressive Capacities
  - Interpretive Capacities
  - Implements plans or solutions

**Stage 2: Assessment Evidence****Formative Assessment**

<b>Alignment</b>	<b>Code</b>	<b>Assessment Evidence</b>
<b>T/U/Q/K/S</b> T1 K1 S1 U2 K2 S2 U3 K3 Q4 S4 Q5 Q7 Q8	FA1	<b>Growth portfolio formative 1</b> <b>Assessment Type</b> Portfolio Assessment <b>Formative Assessment</b> <b>Growth Portfolio Formative 1</b> Using either the template provided or one of your own design, submit your work to date for this unit. This includes five by two, media testing, perspective drawing, human proportions, and response questions. Comments and Standards-based assessment will be provided on the following: Creating: Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. Creating: Investigate: Organize and develop artistic ideas and work. Presenting: Reflect - Refine - Continue: Refine and complete artistic work. Responding: Perceive and analyze artistic ideas and work. <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Standards</b> VA:Cr1.1.HSl.a <b>T/U/Q/K/S</b> T1 Q1 S1 U2 K2 U3 Q3 K3 S3 Q4 Q5 Q6 Q8	FA2	<b>Growth Portfolio Formative Two</b> <b>Assessment Type</b> Portfolio Assessment <b>Formative Assessment</b> <b>Growth Portfolio Formative Two</b> Using the same portfolio as the previous assessment submit your work to date for gestural drawing. This includes blind drawing, sighting, Positive and negative space exercise, light drawing, giant calligraphy and the results of your terminology exercise. Comments and Standards-based assessment will be provided on the following: <ul style="list-style-type: none"> <li>• Creating: Investigate, Plan, Make: Generate and conceptualize artistic ideas and work.</li> <li>• Creating: Investigate: Organize and develop artistic ideas and work.</li> <li>• Responding: Perceive and analyze artistic work.</li> <li>• Presenting: : Reflect - Refine - Continue: Refine and complete artistic work.</li> <li>•</li> </ul>

<b>Standards</b> VA:Re7.1.HSI <b>T/U/Q/K/S</b> T1 U1 Q2 K2 U3 Q3 K3 Q4 S6	FA3	<b>Final Drawing Critique</b> <b>Assessment Type</b> Written Response <b>Formative Assessment</b> Participate in a class critique activity. Write two post-its for two different classmates. Collect your own post-its and place into your sketchbook. Make your comments specific, indicating strong aspects of your classmates' work and suggestions for improvement. Here are some questions to help guide you: <ul style="list-style-type: none"> <li>• What do you find technically strong about the work?</li> <li>• Are there places in the drawing where a little more attention can be played? If so, identify technique in your comment.</li> <li>• Can you tell what the drawing is about? That is what is the emotional impact. Identify it in your comment.</li> <li>• Are there changes to the composition that can be made? Make constructive suggestions.</li> </ul> Terms you can use: Shading, toning, contour lines, form, perspective, still life, portrait, landscape, cityscape, positive space, negative space, line, foreground, middle ground, back ground, gestural drawing The following will be assessed: Responding: perceive and analyze artistic ideas and work.
<b>Summative Assessment</b>		
<b>Alignment</b>	<b>Code</b>	<b>Assessment Evidence</b>
<b>Standards</b> VA:Cr1.1.HSI VA:Cr3.1.HSI <b>T/U/Q/K/S</b> T1 U1 Q1 S1 U2 Q2 K2 S2 U3 Q3 K3 S3 S4 Q5 S6	SA1	<b>Final Drawing</b> <b>Assessment Type</b> Performance Assessment <b>Summative Assessment</b> <b>Final Drawing</b> Create a drawing in one of the classical subjects on a combination of any two. Begin by brainstorming ideas for subject matter and considering which media you will use. Make at least three small sketches of parts of your design then answer the questions in the growth portfolio about your final drawing. Questions: <ul style="list-style-type: none"> <li>• What genre of drawing do you want to make for your final?</li> <li>• Which media will you use and why?</li> <li>• Which techniques do you think you will need?</li> <li>• How will you use these techniques?</li> </ul> Execute your drawing on a separate sheet of drawing paper. When you finish it, take a photo and place it in your growth portfolio. The following will be assessed: <b>Creating:</b> Generate and conceptualize artistic ideas and work. <b>Creating:</b> Organize and develop artistic ideas and work.

<p><b>Standards</b></p> <p>VA:Cr1.1.HSI  VA:Cr3.1.HSI  VA:Re7.1.HSI  <b>T/U/Q/K/S</b></p> <p>T1 U1 Q1 S1 U2 Q2 K2 S2  U3 Q3 K3 S3 Q4 S4 Q5 S5  S6</p>	<p>SA2</p>	<p><b>Growth Portfolio</b></p> <p><b>Assessment Type</b> Portfolio Assessment</p> <p><b>Summative Assessment</b></p> <p><b>Growth Portfolio</b>  The Growth Portfolio is a way for you to keep track of your progress in the drawing unit. Activities, assignments and individual assessments will be kept here and you will submit the entire portfolio at the end of the term.  You may do either a physical portfolio or a digital portfolio. For individual assignments follow instructions for the assignments. For the final you must choose either a physical or digital portfolio not a combination of the two.  In class we will start a digital portfolio and we will set up folders to keep track of our large work in the classroom. All the materials in these will go into your portfolio. Below are instructions for the end of the term assignment:</p> <p><b>Summative Assessment</b>  Compile all the formative assignments into a Growth Portfolio. Tell the story of how you have developed as an artist, learned and/or refined your drawing skills, and become more knowledgeable about visual art.</p> <p><b>Assessment Criteria</b>  Create: Generate and conceptualize artistic ideas and work: Brainstorms, idea development, evidence of experimenting with techniques and their deliberate use in final drawing.  Create: Organize and develop artistic ideas and work: Final drawing shows how well you executed techniques e.g. quality of drawing and use of a deliberate subject matter.  Presenting: Refine and complete artistic ideas and work: Portfolio shows understanding of terms through their deliberate application in final drawing and designs.  Responding: Perceive and analyze artistic ideas and work.</p> <p><b>Note:</b> This is portfolio assessment so you should pay attention to how your portfolio looks as well. If completed digitally submit on Dx. If completed physically, please submit a document on Dx stating exactly where your portfolio can be found.</p>
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<p><b>Standards</b></p> <p>VA:Re7.1.HSI <b>T/U/Q/K/S</b></p> <p>T1 U1 Q1 K2 U3 K3 Q4 Q5 S5 S6</p>	<p>SA3</p>	<p><b>Venn Diagram</b></p> <p><b>Assessment Type</b> Written Response</p> <p><b>Summative Assessment</b></p> <p>First answer the following prompts on your own. Then get together with your randomized friend, or two and discuss your answers by plotting them on a Venn Diagram. You may do this physically or digitally. Turn in through Dx.</p> <p>Prompts:</p> <p>In what situations would you use Measured and Gestural drawing? Have at least four.</p> <p>Which specific techniques do you find easiest and most difficult?</p> <p>How are perspective and positive negative drawing similar and different?</p> <p>How are perspective drawing and sighting similar and different?</p> <p>In your opinion, which media fits with which techniques?</p> <p>How is the human proportions techniques similar and different to other techniques we studied in this unit?</p> <p>What, if any techniques could fall into both categories of measured and gestural drawing?</p> <p>Get together with a partner and compare your answers to the prompt above. Using your discussion create a Venn diagram that compares measured drawing (perspective, human proportions) and gestural drawing (blind drawing, sighting, and positive/negative space.). Include the following terms in your Venn diagram as well.</p> <ul style="list-style-type: none"> <li>• Shading</li> <li>• Toning</li> <li>• Contour lines</li> <li>• Form</li> <li>• Perspective</li> <li>• Still life</li> <li>• Portrait</li> <li>• Landscape/cityscape</li> <li>• Positive space</li> <li>• Negative space</li> <li>• Line</li> <li>• Foreground</li> <li>• Middle ground</li> <li>• Background</li> <li>• Blending</li> </ul> <p>Responding: Perceive and analyze artistic ideas and work</p>
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**Stage 3: Learning Plan**

**Pre-Assessment**

Students learn about some of the different drawing materials.  
 Student learn about some of the different drawing techniques.  
 Students are exposed to different types of drawing through different cultures and time periods.  
 Students apply what they learned deliberately in a finished drawing.

<b>Alignment</b>	<b>Code</b>	<b>Learning Activity</b>	<b>up_unit_stage3_1_table_col4</b>
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<p><b>Standards</b></p> <p>VA:Re7.1.HSl.a VA:Re7.2.HSl.a</p> <p><b>T/U/Q/K/S</b></p> <p>T1 K1 S1 U3 Q4 Q5</p> <p><b>Assessment</b></p> <p>FA1 SA2</p>	<p>LA1</p>	<p><b>5 by 2</b></p> <p><b>Learning Activity</b></p> <p><b>5 by 2 thinking routine - To understand our reaction to visual art.</b></p> <p>Five by Two Instructions: Look at and image and write down the first five things that come to mind. Look away, take a breath, then look at the image again. Write down five more things that come to mind. Chose one or two words from your lists, and plot them on the Observation - Interpretation - Analysis continuum. For example, any word that is a direct observation, like 'person' would be plotted closer to Observation. Any word in which you add meaning, like 'isolation' would go closer to the Interpretation end. Plot the word vertically near the top, closer to Analysis depending on how much time it took you to think of the word.</p> <p><b>Content Objective:</b> I can begin to form ideas about works of art.</p> <p><b>Language Objective:</b> I can attach a concept to a work of art and consider how that concept fits into a framework of thought.</p> <p><b>Culture Objective:</b> I can look at art from different cultures and make an intuitive assessment.</p> <p><b>Thinking skills questions and considerations</b></p> <ul style="list-style-type: none"> <li>•</li> <li>• Symbolic: What do I see that I can identify with?</li> <li>• Flow: What does the imagery remind me of?</li> <li>• Epistemological: What is the artist trying to communicate?</li> <li>•</li> </ul>	
<p><b>Standards</b></p> <p>VA:Cr1.1.HSl.a VA:Re7.1.HSl.a</p> <p><b>T/U/Q/K/S</b></p> <p>T1 Q1 S1 U2 K2 U3 Q4 Q8</p> <p><b>Assessment</b></p> <p>FA1 SA2</p>	<p>LA2</p>	<p><b>Media Test</b></p> <p><b>Learning Activity</b></p> <p><b>Content Objective:</b> I can learn the nature of media through experimentation.</p> <p><b>Language Objective:</b> I can attach adjectives to the experience I had.</p> <p><b>Culture Objective:</b> I can better understand how I connect emotion and image.</p> <p><b>Thinking skills questions and considerations:</b></p> <ul style="list-style-type: none"> <li>• Flow: What is my intuitive response to the media? How can I put it into words?</li> <li>• Activating working memory: What do I discover by using this media? How can I be deliberate with it?</li> </ul> <p>In your sketchbook play around with different kinds of drawing material such as various grades of pencil, charcoal, pastel, ink, marker, etcetera. You can draw or sketch anything you like and each drawing should be small. Under each write an adjective that describes your experience and feeling towards the material. Feel free to be creative and lighthearted with this part. Adjectives may be written in English, Chinese, or Korean.</p> <p>After you have completed at least twelve, choose at least five of the materials and write your name in a variety of different ways with those materials.</p> <p>Include a photo of at least one page of your media testing, your name art, and answer the following questions:</p> <p>Upon reflection, how accurate are the adjectives I wrote under each term?</p> <p>Select three mediums you like and/or feel the most comfortable with. State them in this screen. Write two more adjectives for each.</p>	

<p><b>Standards</b></p> <p>VA:Cr1.1.HSI.a VA:Cr2.1.HSII.a VA:Re7.2.HSI.a</p> <p><b>T/U/Q/K/S</b></p> <p>T1 Q1 S2 U3 Q3 K3 Q5 Q6</p> <p><b>Assessment</b></p> <p>FA1 SA2</p>	<p>LA3</p>	<p><b>Perspective Drawing</b></p> <p><b>Learning Activity</b></p> <p><b>Content Objective:</b> I can practice a traditional form of drawing. <b>Language Objective:</b> I can connect the practice to the word. <b>Culture Objective:</b> I can engage with traditional drawing approaches</p> <p><b>Thinking Skills</b> Activating working memory: Do I have enough space to do this? What tools do I need? What do I need to pay close attention to? Technical: Questions about how a task is executed. What are the respective points I need to have my lines vanish to? Which points vanish in which direction? Following class instruction and the resources from the Chris Solarski book, experiment and play with one-, two-, and three-point perspective. Do this on larger paper, not your sketch book then place the drawings into your portfolio.</p> <p><b>Resources</b></p> <p>RES1 Chris Solanski - Video Game Art</p>	
<p><b>Standards</b></p> <p>VA:Cr2.1.HSII.a VA:Re7.1.HSI.a VA:Re7.2.HSI.a</p> <p><b>T/U/Q/K/S</b></p> <p>T1 Q1 U2 U3 Q3 K3 S4 Q5 Q6</p> <p><b>Assessment</b></p> <p>FA1 SA2</p>	<p>LA4</p>	<p><b>Human Proportions</b></p> <p><b>Learning Activity</b></p> <p><b>Human Proportions</b> Content Objective: I can apply different ways to accurately draw the human body. Language Objective: I can discuss my drawing practice clearly. Culture Objective: I can see different ways the human body has been represented over time. Thinking Skills: Symbolic: How have artists before me drawn the human figure accurately? Sacred: How can different ways of doing something both be correct? Using the instructions in class and the Chris Solarski book, practice and experiment with drawing the human figure. A fully finished drawing isn't required but at least three sketches and drawings that show your explorations. You may complete these in your sketchbook or on larger paper. Collect your perspective drawings and human drawings together, put at least three photographs of your work - more is ok then answer at least two of the following questions directly on your drawings or in the growth portfolio screen in either English or Chinese. If you write Korean expect to translate for me. Responses to questions should be twenty words, more or less. Larger drawings should go in your portfolio. Images of your drawings and responses should be put in the growth portfolio.</p> <p><b>Questions:</b> How have my skills in drawing improved? When do I think I will use any of these techniques in the future? Do I look at things differently now? If so, how? Have I ever used some of these techniques in the past? If so when? Is there a specific type of media that fits these techniques best? If so, how?</p>	

<p><b>Standards</b></p> <p>VA:Cr1.1.HSI.a <b>T/U/Q/K/S</b></p> <p>T1 U2 Q2 U3 K3 S3 <b>Assessment</b></p> <p>FA2 SA2</p>	<p>LA5</p>	<p><b>Blind Drawing</b></p> <p><b>Learning Activity</b></p> <p><b>Blind Drawing</b> Content Objective: I've experimented with using my eye and hand in tandem. Language Objective: I can elicit the benefits of a technique. Culture Objective: I am gaining better control over seeing and moving. Thinking Skills: Symbolic: How do I translate the images I see in my mind to my hand? Why is developing hand-eye coordination important in the visual arts? This is a style of drawing where we do not look at our image until we are complete. The goals are to force you eye to look the object you are drawing, to train your eye and hand to work together, and to have a good laugh. There are several activities including:</p> <ul style="list-style-type: none"> <li>• Drawing from a model</li> <li>• Timed drawing</li> <li>• Narrative drawing</li> </ul> <p>After we finish the drawings answer the following question directly on your drawings: Why would anyone ever want to do this?</p>	
<p><b>Standards</b></p> <p>VA:Cr1.1.HSI.a VA:Re7.1.HSI.a <b>T/U/Q/K/S</b></p> <p>T1 U2 U3 Q3 K3 S3 Q5 Q6 S6 <b>Assessment</b></p> <p>FA2 SA2</p>	<p>LA6</p>	<p><b>Gestural Drawing</b></p> <p><b>Learning Activity</b></p> <p><b>Gestural Drawing and Sighting</b> Content Objective: I can use an intuitive method for drawing accurately. Language Objective: I can compare drawing techniques. Culture Objective: I am beginning to understand the scope of drawing techniques. Thinking Skills: Salient: How do these techniques use seeing and rendering from the one we previously studied? Technical: What do I need to focus my attention on? Gestural drawing is where we use our arms and eyes in a non-measured way. Trusting on our intuition and physicality to accurately render what we are seeing. Begin by drawing with your arm and shoulder. Avoid small delicate marks at first and aim to capture the entire subject as a whole. Sighting is using you pencil, or other object to ensure the angles of your subject matter. Hold you pencil at arm's length and tilt it to the same angle as a part of your subject. Keep the pencil at the same angle and move it to your paper and make yourself a line at the corresponding angle. Move around the subject matter until you have a reliable structure to build your drawing from. I have found that your paper (or other substrate) should be directly in front of your subject matter, and you should aim to keep the eye at a 90-degree angle to your paper. Follow the in-class instructions and complete your work on large paper. At the end of the class answer the following questions directly on your drawings. Place your drawings in your portfolio. Offline Task: Read Gestural Drawing Extension Activity: Ready Edwards's Sighting Questions: How is this like blind drawing? Are there aspects of blind drawing that helped you with this exercise? If so, what? Did you find yourself referencing perspective drawing during this exercise?</p>	

<p><b>Standards</b></p> <p>VA:Cr1.1.HSI.a VA:Re7.1.HSI.a</p> <p><b>T/U/Q/K/S</b></p> <p>T1 U2 Q2 Q3 S3 Q9</p> <p><b>Assessment</b></p> <p>FA2 SA2</p>	<p>LA7</p>	<p><b>Light Drawing</b></p> <p><b>Learning Activity</b></p> <p>Content Objective: I can use my whole body as a gestural drawing tool. Language Objective: I can explain something to classmates younger than I in simple language. Culture Objective: I can help develop a sense of school of community by working with younger students. Thinking Skills: Communication: How do I best relay instructions to my peers? This is a buddy class. We should find a primary school class and assign one HS student to two or three ES students. The goal is to build confidence in both groups of students and to create a sense of school community. So, this is a whole lot of fun and gets your entire body into the drawing process. You'll need a completely dark room, light sticks, a camera on a tripod, and if you can secure it music and a dance teacher. Start with basic motions, circles, triangles, etcetera. Then dance around a bit. Finally, try to make scenes by drawing with light. The camera needs to be set to bulb or a very long exposure time, like ten seconds. Turn the lights off completely, open the shutter, draw with your glow stick, close the shutter. This needs a lot little bit of playing around to get the hang of it but will become intuitive before too long.</p>	
<p><b>Standards</b></p> <p>VA:Cr1.1.HSI.a VA:Cr3.1.HSI.a</p> <p><b>T/U/Q/K/S</b></p> <p>T1 Q1 S1 U2 K3 S3</p> <p><b>Assessment</b></p> <p>FA2 SA2</p>	<p>LA8</p>	<p><b>Positive Negative Space</b></p> <p><b>Learning Activity</b></p> <p><b>Positive and Negative Space</b></p> <p>Content Objective: I can understand special relationships in a two-dimensional work of art. Language Objective: I can use Positive and negative space when analyzing. Work of art. Culture Objective: I am aware of an important way we look at and describe visual art. Thinking Skills: Technical: what methods can I use to recreate the negative space? How do I ensure I place shapes in an order which reveals something else? Using the class instructions as well as the Edwards' book, create an image by first outlining the subject matter so that it touches the edge of the picture plane in at least three places. Trace the negative space and transfer those shapes to coloured paper. Cut out the coloured paper and recreate the positive space by assembling the negative space. You may do this in your sketchbook or larger paper.</p>	
<p><b>Standards</b></p> <p>VA:Cr3.1.HSI.a</p> <p><b>T/U/Q/K/S</b></p> <p>T1 S1 U2 K2 U3 K3 Q4 S6</p> <p><b>Assessment</b></p> <p>FA2 SA2 SA3</p>	<p>LA9</p>	<p><b>Terminology Quiz</b></p> <p><b>Learning Activity</b></p> <p><b>Terminology Quiz</b></p> <p>Content Objective: I can review the terminology we have used in this unit. Language Objective: My confidence with terminology is increasing. Culture Objective: I can see the connection between language and ideas. Thinking Skills: Activating past memory: When I have a seen these terms before and in what context? Take the quiz about drawing terminology. It will not be counted as a an assessment towards your final grade but rather as an assessment to see how much you know and reinforce and refine some concepts. Place a screen shot of your score in your Growth Portfolio.</p>	

<p><b>Standards</b></p> <p>VA:Cr3.1.HSl.a VA:Re7.1.HSl.a</p> <p><b>T/U/Q/K/S</b></p> <p>T1 U1 Q1 K1 U2 K2 U3 K3 Q4 Q5 S5</p> <p><b>Assessment</b></p> <p>SA3</p>	<p>LA10</p>	<p><b>Venn Diagram</b></p> <p><b>Learning Activity</b></p> <p>Content Objective: I can understand the relationships between the different language techniques. Language Objective: I can select categories for drawing techniques. Culture Objective: I can learn through conversation with classmates</p> <p>Thinking Skills: Activating past memory: How have I used the techniques in this unit? Communication: How do I best explain to my classmates my own thoughts?</p> <p>First answer the following prompts on your own. Then get together with your randomized friend, or two and discuss your answers by plotting them on a Venn Diagram. You may do this physically or digitally. Turn in through Dx.</p> <p>Prompts: In what situations would you use Measured and Gestural drawing? Have at least four. Which specific techniques do you find easiest and most difficult? How are perspective and positive negative drawing similar and different? How are perspective drawing and sighting similar and different? In your opinion, which media fits with which techniques? How is the human proportions techniques similar and different to other techniques we studied in this unit? What, if any techniques could fall into both categories of measured and gestural drawing?</p> <p>Get together with a partner and compare your answers to the prompt above. Using your discussion create a Venn diagram that compares measured drawing (perspective, human proportions) and gestural drawing (blind drawing, sighting, and positive/negative space.). Include the following terms in your Venn diagram as well.</p> <ul style="list-style-type: none"> <li>• Positive Space</li> <li>• Negative Space</li> <li>• Line</li> <li>• Form</li> <li>• Foreground – Middle Ground – Background</li> <li>• Shading</li> <li>• Blending</li> </ul>	
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<p><b>Standards</b></p> <p>VA:Cr1.1.HSI.a VA:Cr3.1.HSI.a VA:Re7.1.HSI.a</p> <p><b>T/U/Q/K/S</b></p> <p>T1 K1 U2 Q3 Q5</p> <p><b>Assessment</b></p> <p>SA1 SA2</p>	<p>LA11</p>	<p><b>5 by 2 Subject matter</b></p> <p><b>Learning Activity</b></p> <p><b>Five by Two Number Two</b></p> <p>Content Objective: I am more familiar with the different categories of drawing subject matter. Language Objective: I have use more specific language when discussing visual arts and drawing. Culture Objective: I can recognize these subject matters in visual arts across time and place.</p> <p>Thinking Skills:</p> <p>Symbolic: How do these different drawings tell us about being human? Flow: How can I connect what I see to what I want to do?</p> <p>Follow the Five by two protocol, look at the image, write down the first five ideas/words which come to mind, look away, and when you look back write five more items. Choose one comment from your list the plot it on our Observation – Interpretation – Analysis continuum.</p> <p>The images from this slide show are intended to give you an idea of different type of subject matters for drawing. In general, we have portrait, landscape, still life, and abstract.</p>	
<p><b>Standards</b></p> <p>VA:Cr1.1.HSI.a VA:Cr1.2.HSI.a VA:Cr3.1.HSI.a VA:Re7.2.HSI.a</p> <p><b>T/U/Q/K/S</b></p> <p>T1 U1 Q1 K1 S1 U2 Q2 K2 U3 K3 S6 Q7 Q9 Q10</p> <p><b>Assessment</b></p> <p>FA3 SA1</p>	<p>LA12</p>	<p><b>The Drawing</b></p> <p><b>Learning Activity</b></p> <p><b>Final Drawing</b></p> <p>Content Objective: I can use what I have learned and experienced from this unit in a drawing of my own. Language Objective: I can deliberately use the concepts we have studied and identify them in my work. Culture Objective: I can make a drawing which represents my time and place.</p> <p>Thinking Skills:</p> <p>Communication: How to I tell people about my interests in drawing?</p> <p>Create a drawing in one of the classical subjects on a combination of any two. Begin by brainstorming ideas for subject matter and considering which media you will use. Make at least three small sketches of parts of your design then answer the questions in the growth portfolio about your final drawing.</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>• What genre of drawing do you want to make for your final?</li> <li>• Which media will you use and why?</li> <li>• Which techniques do you think you will need?</li> <li>• How will you use these techniques?</li> </ul> <p>Execute your drawing on a separate sheet of drawing paper. When you finish it, take a photo and place it in your growth portfolio.</p> <p>The following will be assessed:</p> <p>Creating: Generate and conceptualize artistic ideas and work. Creating: Organize and develop artistic ideas and work.</p>	
<p><b>Learning Activities</b></p>		<p><b>Chinese Integration / Experiential Learning</b></p>	
<p><b>Additional Information</b></p>			
<p><b>Resources</b></p>			
<p><b>Code</b></p>	<p><b>Name</b></p>		<p><b>Description</b></p>

## Comments/Notes

**Devin Allen** (*May 23, 2019, 4:05 a.m.*)

A bit messy the first time around. The lessons listed here are a revised version. I should go through and run them through the learning targets, and assessment what types.