

THEMATIC FOCUS:
UNIT 1: Drawing

Middle School Art Quarter 1: *Weeks 1- 9* - Unit Roadmap
Drawing Foundations

FOCUS SKILLS: Creative Process

Inspiration	Students brainstorm/research ideas that are interesting and relevant; make lists, sort and categorize ideas. Students consider which ideas are going to be realistic, attainable options and which ones don't fit the concept.
Development	Students explore concept/idea by examining research and options. Students will plan as well as develop artwork through sketches and visual journals. <i>Model: Brainstorm, Practice, Demonstration.</i>
Creation	Students will produce artwork while reflecting on their concept, revising their work through analysis and improving skills through practice.
Reflection	Students respond to artwork through discussion as well as revise work through evaluation. <i>Model: Discuss, Analyze, Interpret, Evaluate</i>

KEY STANDARDS

Below are the key standards **taught** and **assessed** in this unit. Drawing Skills (Figure 1) are integrated into instruction in every unit.

Drawing Skills/ Techniques

[Figure 1]

- **Drawing Skills:** Students use a flexible range of art techniques in both assigned and independent practice to understand drawing skills. Students will continue to apply earlier standards with great depth in increasingly more complex techniques as they become self-directed, creative artists.

- *Drawing using line as the primary element as well as drawing from observation.*
- *Using pattern and design to draw.*
- *Using line as a tool to define space and form as well as applying value.*
- *Drawing using value as the primary element as well as using line to create value.*

Tools to Know- Process					Student Outcomes		
Apply	Evaluate	Understand	Analyze	Demonstrate	Technique	Observation	Media
Students know and apply visual arts media, techniques, and processes.	Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.	Students understand the visual arts in relation to history and cultures	Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others	Students demonstrate relationships between the visual arts, the other arts, and disciplines outside the arts	Use drawing techniques to render line, shape, form, value, and texture.	Practice observation and perception skills. <i>Exercise right and left brain activity.</i>	Recognizing how artists use this media in well-known works of art.

Knowledge and Skills

- (1) Foundations: Observation and Perception.** The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks.
- (2) Creative expression.** The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.
- (3) Historical and cultural relevance.** The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.
- (4) Critical evaluation and response.** The student responds to and analyze artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.

Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples

	Foundations	Readiness Standards	Supporting Standards	Figure 1
Knowledge and Skills		<p>1.0(B) understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately;</p> <p>1.0(C) understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately;</p> <p>2.0(C) produce artworks, including drawings, paintings, prints, sculptures/ modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.</p>	<p>1.0(A) identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;</p> <p>1.0(D) discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.</p> <p>3.0(B) identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;</p> <p>3.0(D) explore career and avocational opportunities in art such as various design, museum, and fine arts fields.</p> <p>4.0(B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork;</p> <p>4.0(D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art;</p>	<p>Fig.1(C)</p> <p><i>Identified as §117.202(C)1-4 on TEA Student Expectations Tested report</i></p>
		<p>TEKS Not Included in Assessed Curriculum</p>	<p><i>2.0(A) create original artworks based on direct observations, original sources, personal experiences, and the community;</i></p> <p><i>2.0(B) apply the art-making process to solve problems and generate design solutions; and</i></p> <p><i>3.0(A) identify the influence of historical and political events in artworks;</i></p> <p><i>3.0(C) explain the relationships that exist between societies and their art and architecture;</i></p> <p><i>4.0(A) create written or oral responses to artwork using appropriate art vocabulary;</i></p> <p><i>4.0(C) develop a portfolio;</i></p> <p><i>4.0(E) understand and demonstrate proper exhibition etiquette.</i></p>	

Art Criticism Process

Evaluation Process. Students use elements of the art criticism process (describe, analyse, interpret and evaluate) to evaluate artwork.

	Description	Analysis	Interpretation	Evaluate
<p>An investigative process used to evaluate a work of art.</p> <p>The process for analysis is determining how well the artist incorporated the art elements and design principles.</p>	<ul style="list-style-type: none"> - <i>What kinds of things do you see in the work?</i> - <i>How would you describe them?</i> - <i>What information can you get from the credit line?</i> 	<ul style="list-style-type: none"> - <i>What Elements of Art did the artist use? How?</i> - <i>What Principles of Design are used? How?</i> 	<ul style="list-style-type: none"> - <i>What do you think this piece is about?</i> - <i>Does the title fit?</i> - <i>Pretend you can climb inside. How does the painting feel? How does it make you feel?</i> - <i>Would you agree with the choice of medium and colors?</i> - <i>Does the date make a difference?</i> 	<ul style="list-style-type: none"> - <i>Why do you think other people should see this work?</i> - <i>What would you do with it if you owned it?</i> - <i>What is work remembering about this picture?</i>

Skills and Techniques Section

1.) Line Drawing. Students practice contour, cross-contour, continuous contour, blind-contour and modified-contour drawing techniques.

2.) Positive/Negative. Students explore positive and negative space/shape through drawing exercises.

3.) Observational Drawing. Students draw from life through sighting exercises.

4.) Still-Life. Students will draw from life through still-life drawing sessions.

5.) Value. Students understand highlights and values through value studies.

6.) Texture. Students practice mark and mark making through the exploration of both actual texture as well as implied texture.

7.) **Grid Drawing.** Students will use grid method successfully to replicate an image to either scale up or scale down.

8.) **Self-Portrait.** Students practice drawing self-portraits through the combination of basic drawing skills and techniques.

9.) **Gesture Drawing.** Students will practice quick sketches that capture the essential gesture of a subject in its most basic form.

Non-Negotiables

In this unit, and in all subsequent units, students are encouraged to maintain *portfolios*. These portfolios can be physical or digital or a combination of both. Along with final works of art they may include loose preliminary sketches, photos, reflections, rubrics used in the creation of artwork, and notes taken during art class. The *sketchbook* should be considered as a key component of all student portfolios, and they may include preliminary sketches, notes taken in class, and additional reflections.

ASSESSED IN THIS UNIT:

Key:

	Non Negotiables
	Negotiables

The following table outlines the standards that are assessed throughout the unit and on what specific assessment they are assessed on during the quarter.

Assessed in this Unit			
Drawing	6th Grade Art	7th Grade Art	8th Grade Art
<i>Elements of Art</i>	Introduced at beginning of course then embedded throughout		Introduced at beginning of course then embedded throughout
<i>Principles of Design</i>		Introduced at beginning of course then embedded throughout	Introduced at beginning of course then embedded throughout
Variety of drawing instruments, crayon, chalk, water-base markers.			
Colored chalk on wet and dry papers emphasizing expressive qualities.			
Brush drawing on large surfaces			

Large, soft, pencil stressing line and its expressive qualities			
Overlapping and Placement			
Tonal drawing with one hue (monochromatic) with a variety of values			
The use of soft drawing media to achieve changes in value and hue by blending, rubbing, and other techniques			
Pen and ink on a variety of surfaces			
Charcoal on a variety of surfaces			
Contour line drawing of simple forms			
Varied approaches to drawing media through the use of the tip, point, side, and variation of pressure, blending, and drawing on rough and smooth surfaces			
Free, spontaneous sketching			
Stroking, stippling, and cross-hatching			
Linear perspective (one-point perspective)			
Various, expressive qualities of line using a variety of media			
Drawing techniques to reproduce surface textures			
Line to suggest volume			
An awareness of non-traditional drawing tools			
Linear perspective (one-point, two-point perspective)			
Drawing techniques related to the use of value to suggest form, space, and focal point			

Title/Length of Unit	Essential Question(s) Recur throughout life, Key inquiries w/in discipline, Helps students make sense of core content.	Standard: Strand, indicator, or benchmark	Student Outcomes (Objectives/Skills)	Key Vocabulary	<i>Suggested Instructional Activities</i>	<i>Common Formative Assessment(s)/ Date</i>	Suggested Resources
Elements of Art	<p>Why is the knowledge and use of the elements of art essential to producing a successful work of art?</p> <p>Where do we see the elements of art at work in aspects of everyday life?</p> <p>How have artists used the elements of art successfully in wellknown works of art?</p>	<p>1.0- Students know and apply visual arts media, techniques, and processes.</p> <p>2.0- Students use knowledge of visual characteristics, purposes, and functions.</p> <p>3.0- Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.</p> <p>4.0- Students understand the visual arts in relation to history and cultures.</p> <p>5.0- Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.</p> <p>6.0- Students demonstrate relationships between the visual arts, the other arts, and disciplines outside the arts.</p>	<p>Understand and apply the elements of art when creating artwork and viewing the work of other artists.</p> <p>Recognize and appreciate the presence of art elements in areas such as architecture, fashion, print, etc.</p>	<p>Line Shape Space Form Texture Value Color</p>	<p>Elements will be covered throughout the course in various projects/media</p>	<p>Class critique with rubric and student/teacher feedback.</p> <p>Classroom observations</p> <p>Analysis of art elements in well-known art work</p>	<p><i>The Visual Experience</i>, Davis Publications</p> <p><i>Drawing on the Right Side of the Brain</i>, Betty Edwards</p> <p><i>Exploring Visual Design</i>, Davis Publications</p>

Title/Length of Unit	Essential Question(s) Recur throughout life, Key inquiries w/in discipline, Helps students make sense of core content.	Standard: Strand, indicator, or benchmark	Student Outcomes (Objectives/Skills)	Key Vocabulary	<i>Suggested Instructional Activities</i>	<i>Common Formative Assessment(s)/ Date</i>	Suggested Resources
<p>Principles of Design</p>	<p>Why are the principles of design an essential component to producing a successful work of art?</p> <p>Where do we see the principles of design at work in aspects of everyday life?</p> <p>How have artists used the principles of design successfully in wellknown works of art?</p>	<p>1.0- Students know and apply visual arts media, techniques, and processes.</p> <p>2.0- Students use knowledge of visual characteristics, purposes, and functions.</p> <p>3.0- Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.</p> <p>4.0- Students understand the visual arts in relation to history and cultures.</p> <p>5.0- Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.</p> <p>6.0-Students demonstrate relationships between the visual arts, the other arts, and disciplines outside the arts.</p>	<p>Understand and apply the principles of design when creating artwork and viewing the work of other artists.</p> <p>Recognize and appreciate the presence of art elements in areas such as architecture, fashion, print, etc.</p>	<p>Unity Variety Balance Dominance Movement Rhythm Pattern Contrast Repetition Focal Point</p>	<p>Principles will be covered throughout the course in various projects/media</p>	<p>Class critique with rubric and student/teacher feedback</p> <p>Classroom observations</p> <p>Analysis of art elements in well-known art work</p>	<p><i>The Visual Experience</i>, Davis Publications</p> <p><i>Drawing on the Right Side of the Brain</i>, Betty Edwards</p> <p><i>Exploring Visual Design</i>, Davis Publications</p>

LONG-TERM PLAN:

This section provides with a quarter-at-a-glance view. Please make note of key assessments, webinars, and critical lessons.

Key:

	Course Collaboration
	Holiday
	Interim Assessment
	Early Release

8/9	8/13	8/14	8/15	8/16	8/17	8/20	8/21	8/22	8/23	8/24	8/27	8/28	8/29	8/30	8/31	9/3	9/4	9/5	9/6	9/7	9/10	9/11	9/12	9/13	9/14	9/17	9/18	9/19	9/20	9/21
Course Collab		Introduction and Review				Intro to Drawing										Labor Day	Drawing													
	9/24	9/25	9/26	9/27	9/28	10/1	10/2	10/3	10/4	10/5	10/8	Course Collab	10/10	10/11	Columbus Day	10/15	10/16	10/17	10/18	10/19	10/22	10/23	10/24	10/25	10/26	10/29	10/30	10/31	11/1	11/2
	Drawing										Course Collab		Columbus Day	Intro to Printmaking				Printmaking												

Drawing

**Visual Art Curriculum Maps and Formative
Assessment Plans**

CONCEPT	ESSENTIAL QUESTIONS	SKILLS, STRATEGIES, BEHAVIORS	CONTENT CONNECTIONS	ASSESSMENTS (FORMATIVE AND SUMMATIVE)	RESOURCES
<ul style="list-style-type: none"> • Intro to Art – - Rules and Procedures • Introduce Elements of Art – - line, shape, texture • Sketchbooks • Intro to Critique • Intro to Drawing – focus on 2D media • Intro to Art History- beginning of human society to the emergence of the First Global Age (1450) focusing on South American and European Art. • Vocabulary • Intro. to Various Tools 	<ul style="list-style-type: none"> • How do Elements of Art influence our Artwork? • How do our sketchbooks aid in our planning and organizing for art? • Why are rules and procedures important in our classroom? • How do critiques help us reflect on our artwork? 	<ul style="list-style-type: none"> • Ruler Skills • Rules • Procedures • Classroom management • Drawing- techniques and media • Shape –Geometrical, organic, inorganic • Texture – implied and actual • How to critique. • How to utilize sketchbook • Strategies for vocabulary 	<ul style="list-style-type: none"> • Math <ul style="list-style-type: none"> - line - shape - ruler skills • ELA <ul style="list-style-type: none"> - Vocabulary - Verbal and Writing Skills • Social Studies <ul style="list-style-type: none"> - South American and European Art 	<ul style="list-style-type: none"> • Formative <ul style="list-style-type: none"> - Class Discussions - Verbal and/or Written Response to Images - Peer Collaboration/Group Discussion - Teacher Observation and Questioning - Brainstorming of Answers to Higher Order Thinking Questions - Pre-Tests - Sketchbooks - Exit tickets - Bellringers • Summative <ul style="list-style-type: none"> - Post-Tests - Rubrics - Art Competitions and Exhibitions - Final Product of Projects - Unit finals - Benchmarks 	<ul style="list-style-type: none"> • Including but not limited to: <ul style="list-style-type: none"> - Internet - Textbooks - Workshops - Art Prints - Handouts - Peer Collaboration - Library - Student Examples - Teacher Examples - Art Education Publications - Parent Letters - Guest Artists - Syllabus