Drawing Unit: Art 20

By: Angela McPeake

**Rational**: This unit is intended to identify and work with the *elements and principles of design*. Students will explore how an artwork is unifiedthrough application of the elements and principles. Students will be challenged to make conscious decisions regarding composition, material choice, subject matter, and the process of their drawings. In this unit, students will have the opportunity to recognize and develop personal style and expression as an artist. They are encouraged to think outside of the box and challenge their comfort level as they experiment with materials. The lessons in this unit require different technical approaches in using both cognitive and psycho-motor skills. Each of these lessons allows students to bring their individual skill levels and ideas in creating an artwork. These lessons can be adapted to various learner levels, and do not call for specific final products. The final product each student produces will be relevant to personal interests, technical skill-level, and cognitive levels.

**Lessons:**

1. **Traditional Drawing:** In this lesson students will be required to create 2 drawings using either or all; traditional styles, materials, or methods of drawing. These drawings can be approached from a variety of different perspectives and are intended to motivated and engage students in the subject matter of their interest, or the materials and techniques they are comfortable with.
2. **Unconventional Drawing:** In this lesson students are required to create 2 unconventional drawings using either or all unconventional materials, tools, or drawing processes. These drawings are intended to push students out of their comfort zone, and to being to think about how they work with materials, why they choose them, and the process of creating the artwork. Students will be challenged to experiment with these ideas, and the processes they use to create the drawings. As a result, the process over powers the aesthetic quality of the drawing.

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| **Lesson Title/Focus** | **Lessons 1&2: Traditional & Unconventional Drawing** | **Date** | 11/20/2015- 12/01/2015 |
| **Subject/Grade Level** | Art 20 | **Time Duration** | Block 1&2 (120 mins) X 6 classes |
| **Unit** | DRAWING | **Teacher** | Angela McPeake |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | | |
| **General Learning Outcomes:** | 1. DRAWING: Investigate  2. DRAWING: Record  3. DRAWING: Communicate  4. COMPOSITIONS: Relationships 1  5. COMPOSITIONS: Organizations  6. ENCOUNTERS: Transformation through time  7. ENCOUNTERS: Impact of Images | | | | |
| **Specific Learning Outcomes:** | 1.Concept A: Points of view can vary according to the expressive purposes of the drawing.  Concept B: Partial delineations demonstrate a control of space and form by the use of implied line. Concept C: Control of proportion and perspective enhances the realism of subject matter in drawing.  2. Concept A: Sketching and composing skills can be developed by drawing from representational sources.  Concept B: Developing expertise in one particular drawing medium may further develop personal competence. Concept C: Combining mental images and representational images in drawing may provide a challenge to an individual’s drawing skills.  3.Concept A: Personally selected themes can provide images for expressive drawing investigations.  4. Concept A: Meaning in composition is affected by reversing or distorting positive and negative elements. Concept C: Shifting perspective or changing the point of view are means of solving visual problems.  5. Concept A: Developing several approaches to a single problem can demonstrate a refinement of organization and structure in composition.  6. Concept A: The adoption of a new medium will effect change in an artist’s work.  7. Concept B: Artists depict subjects from different points of view. | | | | |
| **LEARNING OBJECTIVES** | | | | | |
| **Students will:**   * Understand and consider the elements and principles of design as they create their drawings. * Understand that there are multiple approaches to solve a singular problem * Investigate and experiment with new and different drawing tools and mediums to enhance personal expression. * Create drawings using personal ideas, images, or concepts to create personal insights within their work. * Work with various drawing methods and techniques to achieve wanted results. | | | | | |
| **ASSESSMENTS** | | | | | |
| **Observations:** | | | * Students should be creating a relationship between their concepts and materials. * Students should be critically thinking about the different concepts within their artwork and the different ways which they can approach their ideas. * Experimentation and problem-solving should be consistently evident. * Students should be critical of their artwork and their peer’s artwork; reflecting and providing feedback. | | |
| **Key Questions**: | | | * What is traditional drawing? What mediums and subject matter are typically used? * What is unconventional drawing? What mediums and concepts would be considered as unconventional? * What is the purpose of unconventional drawing for the artist? | | |
| **Products/Performances:** | | | * **Students will produce two traditional drawings using traditional medium, tools, and subject matter.** * **Students will produce two unconventional drawings based upon their own concept and creation of materials/ tools.** | | |
| **LEARNING RESOURCES CONSULTED** | | | | **MATERIALS AND EQUIPMENT** | |
| * Alberta Art Curriculum: Elementary Teacher Resource 1985 * <https://www.youtube.com/watch?v=LdUDk5M_dws> * <https://www.youtube.com/watch?v=VOfePvzW1ts> * <https://www.youtube.com/watch?v=rW-ioVL-5nE> | | | | * Exemplar * Students will need to create a material list of what they will need. Each student project will look a little bit different. * There should be a wide selection of drawing tools, mediums, and paper/canvas. * Students may need to provide some materials if they are expensive, uncommon, or personal items. | |
| **PROCEDURE** | | | | | |
| ***Prior to lesson*** | | **Have materials ready for students to use, exemplar and power point ready.** | | | |
| **Introduction** | | | | | **Time** |
| ***Attention Grabber*** | | Unconventional drawing you tube videos | | |  |
| ***Artists*** | | * Shiraga * Red Honyi (Watch Youtube videos on her process) | | |  |
| ***Advance Organizer/Agenda*** | | 1. Discussion of concepts, and explanation of project. 2. Students draft ideas 3. Work period | | | *120 mins X 6* |
| **Body** | | | | | **Time** |
| ***Learning Activity #1***  ***Diptych:***  *Students will* | | Organizer:   1. Prayer 2. Demo & Instruction 3. Drafting 4. Work period   Intro to Traditional & Unconventional Drawing:   * Guide the discussion using the powerpoint created with different example images to support thoughts. \ * Discuss what traditional drawing would typically categorize under. Traditional drawing is what we more commonly seen in schools and often in galleries. Generally, a traditional approach to drawing will require specific techniques, skills, procedures, and materials. There is a correct way to depict the drawing when using traditional methods. We often see these specific methods customized by different cultures and groups of people. There is a specific outcome for each drawing which is determined before the drawing process is undergone by the artist. * Unconventional drawing is on the other end of the spectrum than traditional drawing. Unconventional drawing challenged the artist (or their audience) to produce art which is focused upon the process, or idea. Leaving the aesthetic value and end product as unknown and un-prioritized. Unconventional drawings may be temporary and are documented by photograph, or they may also be about the process, in which it is documented by video. * Watch the videos on YouTube with the unconventional artists. Take about why these processes are documented with video and how that becomes as Important as the final product. Discuss how the drawings can become 3D while they still work with the concept of tone and value, and how this can be achieved using unconventional mediums. * Artist: Shiraga—apart of the Gutai group, created paintings using ink, paint, mud, etc, His intent was to focus on the process or feelings of using the different mediums. His artwork becomes an experience as he invests his body movement into his work. Show examples of his work. * Discuss different unconventional drawing tools. What can we create drawing tools out of? How can we draw with these unusual tools? Show examples of performance-based audience interactive drawings. * Explain the assignment. Highlight to students that they need to choose two out of the five projects from both the traditional and unconventional projects. The projects are intended to be open ended where students can work with materials they are comfortable with, and materials that are out of their element and push their experience. There are 6 official days to work on these four projects, students will be asked to manage their time accordingly. –handout assignment sheet.   Free work period:   * Students will first draft their idea within their sketchbooks. This should include a sketch of their idea, a list of materials being used, and a short description of their concept. See teacher for approval before beginning to construct. * After idea is approved, students are free to work on their project for the remainder of classes given.   -circulate the classroom while students are working and assist the students with ideas, feedback, and material use.  CALL CLEAN UP 10 MINUTES PRIOR TO END OF CLASS. | | | *120 mins X 6 classes* |
| *Teacher Notes: Assessments/ Differentiation* | | Formative Assessment:   * Are students working outside of their comfort zone? Trying new materials and extending personal ideas. * Are students open to suggestions and critique to better their work? * Verbal feedback is given   Summative Assessment:   * Did students create two tradition drawings using personal content and traditional materials, style, and technique? * Did students create two unconventional drawings which challenged their comfort zone, with experimentation and trials? * Did students critically think about the content of their artwork? Did the student show personal growth? | | |  |
| **Closure** | | | | | **Time** |
| ***Consolidation of Learning:*** | | | “What is the purpose of unconventional drawing? “ | |  |
| ***Feedback From Students:*** | | | -What new methods of drawing have you experimented with? Were they successful?  -Does anyone have any questions about what we will be working on in the next class? | |  |

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| **Sponge Activity/Activities** | Work on Personal Paper |

**Art 20: Drawing**

Traditionally we would choose the appropriate drawing medium according to what would best translate the realistic aesthetic of the image. Traditional drawing techniques challenge the technical skills of the artist. In a more contemporary approach we use a variety of uncommon mediums and tools to make a connection between materials, content of the artwork, and perhaps performance. These unconventional methods are a conceptual approach by the artist, where the idea and process over powers the aesthetic value of the artwork.

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| **DRAWING MEDIUMS** | |
| **Traditional Drawing Mediums** | **Unconventional Drawing Mediums** |
| * Graphite Pencil * Charcoal * Conte * Pastel (Soft &oil) * India Ink—Quill Pen or Bamboo Brush * Pen Ink | * Natural Materials * Food based Materials * Etching/Engraving/Carving * \*Anything NOT found in the drawing isle * Created drawing tools * Found objects * Surface area: Textile, Metal, Plastic, any surface area inside/outside, or any object. |
| **Projects:**  Choose **two Traditional** Drawing Projects and **Two Unconventional** drawing Projects | |
| **Traditional** | **Unconventional** |
| 1. Create a realistic portrait of either a person or an animal. This can be done from photo-reference or from observation. | 1. Create a drawing Tool using found, recycled, natural, or manmade items. Use a drawing medium which applies to your drawing tool. Use your drawing tool/medium to depict a drawing or record line quality from the tool. |
| 1. Draw a “space or place” using a traditional drawing medium. This could be an outdoor landscape or an indoor space. | 1. Create a geometric or organic abstract drawing using multiple (2 or more) drawing mediums. |
| 1. Draw a still-life using traditional drawing medium. You will choose your still life objects, so you can choose objects of interest. | 1. Record Movement or sound using a drawing medium or tool of choice. This could be a human movement, object movement—Natural or produced. |
| 1. Create a graphic drawing of a character using traditional medium. This should be a final piece, not just a sketch. You also have the option to create an animation or comic strip using the character. | 1. Create a drawing using a unconventional drawing medium or surface area (natural or manufactured). This could mean that you use a medium which is typically not found in the drawing isle, or a surface area to draw on which is not paper, cardboard, or canvas. The drawing theme is open to any ideas (portraits, landscapes, object representation, etc.) Think outside of the box. |
| 1. Your choice of drawing using a traditional drawing medium. Consult me with your idea prior to beginning. | 1. Your choice of drawing using a unconventional drawing medium. Consult me with your idea prior to beginning. |

**For this assignment you have the choice of which projects you would like to complete. You should have four in total; including two from the traditional column and two from the unconventional column. These projects may require you to do material or source studies, so use your time accordingly (some drawings may take longer than others).**

**Your timeline to complete the four drawing projects:   
Work periods: Friday Nov 20, 2015- Tuesday Dec 1, 2015**

**Art 20: Rubric**

**Total marks: /20**

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| **Grades**  **Criteria** | **5** | **4** | **3** | **\*2** | **\*1 -0** |
| **Cognitive Domain** | Blooms Taxonomy  **Type 3:**  Student is creating artwork in articulate, fully functional, inventive ways | Blooms Taxonomy  **Type 2-3:**  Student is creating artwork in coherent, functional, creative ways | Blooms Taxonomy  **Type 2:**  Student is creating artwork which is logical and functional | Blooms Taxonomy  **Type 1:**  Student is creating artwork which is limited in function and creativity | No score is given because there is insufficient evidence of student performance regarding the requirement of the task. |
| **Affective Domain** | Student exhibits an **insightful** understanding of concepts/ideas through personal expression; and shows an exceptional appreciation of encounters. | Student exhibits a **meaningful** understanding of concepts/ideas through personal expression; and shows a broad appreciation of encounters. | Student exhibits a **sufficient** understanding of concepts/ideas and level of personal expression; and shows a adequate appreciation of encounters. | Student exhibits a **simplistic** understanding of concepts/ideas and level of personal expression; and shows little appreciation of encounters. |
| **Psychomotor Domain** | Student demonstrates **skillful** tactile abilities and a **strong** willingness to experiment/investigate materials. | Student demonstrates **effective** tactile abilities and a **ample** willingness to experiment/ investigate materials. | Student demonstrates **adequate** tactile abilities and a **general** willingness to experiment/investigate materials. | Student demonstrates **limited** tactile abilities and **Does not** show willingness to experiment/investigate materials. |
| **Course Objectives** | Student completed all requirements with a conscious effort in craftsmanship | Student completed majority of requirements with a conscious effort in craftsmanship | Student completed less than majority of the requirements and lacks craftsmanship. | Student did not complete the requirements or demonstrate craftsmanship |

**\***Interventions will be made by the teacher to assist the student in improvement

**You’re Personal Check-list:**

* **Draft Drawings and materials lists for projects**
* **2- Traditional drawing projects (from the left column)**
* **2- Unconventional drawing projects (from the right column)**
* **Did you work outside of your comfort zone and experiment with different materials/ techniques?**
* **Did you make a connection between the medium, materials, process, and content of the projects?**
* **Did you problem solve to find solutions regarding your projects?**
* **Were you motivated to enhance personal growth as an artist?**
* **Did you manage your time well to complete all four projects?**
* **Did you take the time to reflect on your artwork—to recognize what was successful and what could use improvement?**