

Ms. Bjork <http://phsvisualartdept.weebly.com/drawing-i-assignments.html> <mailto:bjorjea@pewaukeeschools.org>

Unit Name: Unit 4-Proportions and Self Portrait

Unit Description: Create an ebony pencil or gray scale pastel drawing of your self from observation with a mirror. You must have an expression or unusual viewpoint with this self-portrait. Work on creating a detailed drawing of yourself that is honest in it's portrayal of who you are. Utilize accurate proportions and detailed rendering to express a realistic portrayal of your self. Try to capture your looks and personality as well as the expression and/or viewpoint.

Specifics:

- Drawing must be realistically rendered showing proper portrait proportions
- Drawing must be the minimum size of 12 x 18 (you can do a full sheet too)
- Drawing must use a wide range of value tones
- Drawing must have a strong composition, with attention to detail, good use of space, planned thoughtful integration of positive and negative space, planned background
- Drawing must show blended value changes with fully rendered detail giving the illusion of a 3-dimensional object, all five areas of light should be shown.
- Work must show that student fully utilized the class time given for the assignment to create a challenging and meaningful work.
- Work must be completed in the time frame given and meet all deadlines
- There may not be any other people in this self-portrait except for you.

Sketchbook Requirements:

- Create visual journal pages with your notes and draw along studies from watching the Self portrait video on the website.
- Do studies of yourself focusing on your features while looking in the mirror. Collection of sketches should include 2-3 sketches of your eyes, nose, and mouth from different viewpoints. Try different views head on, side, three-quarters fill 2-3 sketchbook pages with these studies.
- Do 16 expressions and viewpoint Quick Sketch self portrait thumbnails (8 per page, 2 sheets) Do this quickly, only a few minutes per expression. Use gesture line to capture the expression. Consider proportions, but mostly get the pose. Use pencil for these. Pick 1 of these for your final self portrait pose.

Reportable Standard	Priority Standard
In each box list the reportable standard to be assessed in the unit	In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed in the unit
RS 1 CREATE Plans and develops complex concepts for creative art work.	PS1- Apply and utilize the elements and principles of design in the creation of visual art. PS4- Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.
RS 2 CREATE Plans and develops complex compositions through quality craftsmanship.	PS1- Apply and utilize the elements and principles of design in the creation of visual art. PS2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity. PS3- Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.
RS 3 CREATE Connects artistic ideas to history, society and personal life experiences	PS7- Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.
RS 4 PRESENT & RESPOND Interpret and evaluate the meaning of art work through the critique process.	PS5- Present final artworks for public display via internet or gallery exhibit. PS6- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.

Summative Assessment(s)

Identify the summative assessment(s) that will be administered & graded in the unit.

Sketchbook/Visual Journal collection of features studies, 16 expressions quick sketches and notes on self portrait
Critique of final self portrait drawing fully rendered in gray scale media
Written artist statement

Learning Targets

1. 1. Identify each learning target for the Priority Standard in the context of the unit.

2. For each learning target, label the type of each learning target using the following:

- Knowledge (K)- What I need to know
- Skill (S)- What I can demonstrate
- Product (P)-What I can make to show my learning
- Reasoning (R)-What I can do with what I know

2. The Student Will....

3.

PS 1

- Create a series of sketches drawn from observation in the mirror of your self, expressing various expressions and points of view through proportion and that illustrate your knowledge of value. (K, S, P)
- Design compositions that utilize the principle of balance (asymmetrical or symmetrical). (K, S, P)

PS2-

- Create Fully rendered black and white drawings from observation that show fully rendered gray scale value range through self portrait using students' choice of rendering style and media (pastel, charcoal, pencil, ink, pointillism, crosshatch, text as mark, scribble or grayscale rendering) (S, P, K)
- Design a full sketchbook page that illustrates your observational drawings of facial features and expressions Be creative with your design of the sketch pages. (S, P)

PS3-

- Establish a strong *focal point* in 2D composition. (S, K, P)
- Develop an interesting, meaningful and purposeful break-up of 2D *space*. (S, K, P)
- Illustrate an awareness of positive and negative spaces. (S, K, P)

PS5-

- Prepare final drawings for presentation during critique and gallery display. (P, S)

PS6-

- Evaluate the self portrait with a written artist statement using the It's CLEAR format for writing. (R, K)
- Explain how the criteria was met for this unit. (R, K)
- Explain what elements and principles of art were used. (R, K)
- Explain the strengths with your self portrait drawing (R, K)
- Describe improvements or changes (R, K)
- Explain how to implement these changes. (R, K)

PS7-

- Create original fully rendered drawings based on students' own observations of real life illustrating contrast, strong composition, proportion and a full black and white value range. (R, S, P)

Priority Standard Proficiency Scales

For each Priority Standard listed above create a Proficiency Scale that clarifies the levels of proficiency for the Priority Standard in the context of the unit.

Proficiency Scale: Describing levels of a Priority Standard vs. **Rubric:** Describing levels of a task

****You may use a Priority Standard to score an assessment or you may develop a rubric specific to the assessment****

Priority Standard	4-Advanced	3-Proficient	2-Approaching	1-Minimal
PS1-Apply and utilize the elements and principles of design in the creation of visual art.	Intentionally and mindfully create works of art that creatively incorporate the elements and principles of design.	Intentionally and mindfully apply and utilize the elements and principles of design in the creation of visual art.	Apply and utilize the elements and principles of design as a basic foundation for creating visual art.	Use and application of elements and principles of design is not clear.
PS2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create and plan artwork that illustrates exceptional quality Craftsmanship: Evidence of advanced technical proficiency and visual acuity.	Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency & visual acuity.	Create artwork that illustrates basic craftsmanship, lacking detail and command of media chosen.	Underdeveloped quality and care with media. Final presentation is missing or incomplete.
PS3-Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.	Create and plan artwork that illustrates innovative complex compositions: Evidence of exceptional visual organization and design of space (2D, 3D, 4D).	Create and plan artwork that illustrates complex compositions: Evidence of competent visual organization and design of space (2D, 3D, 4D) .	Create artwork that illustrates basic compositions: Some evidence of visual organization and design of space (2D, 3D, 4D).	Underdeveloped composition, incomplete organization and design of space.
PS 4 Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create & plan artwork that illustrates imaginative,conceptual development with evidence of creative problem solving and interpretation of the idea.	Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create artwork that illustrates a basic concept.Followed directions but sought a simple, basic solution & interpretation of the idea.	Create artwork that does not illustrate a clear concept and planning process. Work did not solve the problem set forth by the assignment.
PS5- Present final artworks for public display via internet or gallery exhibit.	Design and create a final presentation of artworks that engages the viewer and becomes a work of art in and of itself.	Design final presentation of artworks for public display that enhances and highlights the original artwork via internet, classroom or gallery exhibit.	Design basic presentation of final artworks for public display via internet, classroom or gallery exhibit.	Final presentation of artwork is lacking finish and thought.

<p>PS6- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.</p>	<p>Creatively engages in analysis and evaluation of artwork with meaningful critique contributions in oral and written form using art-specific vocabulary.</p>	<p>Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary.</p>	<p>Basic analysis and evaluation of artwork through oral and written critique, using simple art-specific vocabulary.</p>	<p>Analysis and evaluation of artwork through oral and written critique process is lacking, incomplete or does not use art specific vocabulary.</p>
<p>PS7 Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Invents ways to innovatively connect to artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Basic connection of artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Lacks connection of artistic ideas and works to personal, societal, cultural and historical context to deepen understanding.</p>