

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

Unit Name: Unit 6-Exaggerated Figure

Create an exaggerated/action figure drawing while utilizing realism, foreshortening, proportion and pattern. Develop realistic proportions and rendering style against a bold graphic background. Develop an exaggerated color palette to emphasize the drama of the pose and use contrast in colors and what is and isn't patterned.

Specifics:

- ☐ Work must be life-sized on roll paper and prepped using gesso as directed
- ☐ Show that you understand and can apply knowledge of the 3 Cs of quality art-making
 - Composition: Is there evidence of competent visual organization and design?
 - Craftsmanship: Is there evidence of technical proficiency and visual acuity?
 - Concept: Is there evidence of a clear conceptual idea present that most viewers understand?
- ☐ Work must be detailed and use pattern in a creative way, like Gustav Klimt or Kehinde Wiley or the other class examples.
- ☐ Work must show that student thought about design of the page with elements touching all of the paper and some parts going off the page
- ☐ Work must be rendered in full color media color pencil, pastel (oil or chalk) using a bold graphic color palette like the art of Kehinde Wiley, and Robert Longo.
- ☐ Work will show contrast in both the color palette chosen and the contrast between what is and isn't patterned
- ☐ Work will show your own creative twist on the framework of the assignment, choosing one or two of the items listed not all
- ☐ Work should use the art of observation and then imagination to go beyond a mere sketch or observational work displaying a new sense of reality.
- ☐ If in need of reference material, make sure you are prepared with photos and other reference items to develop your work

Series Will Include:

1. **Gesture Studies of Quick Poses-** using media of your choice draw/paint quick gestural sketches of the model poses, trying to capture the movement of the pose as quickly as possible, while also considering proportions.
2. **Long Pose Contour Line (30 minutes)** – Look at the model and use contour line to draw/paint a study of the pose.
3. **Long Pose Cross Contour Line (30 minutes)-** Look at the model and use cross contour lines in drawing/ painting media and develop the volume of the pose.
4. **Final Fully Rendered Color Exaggerated Figure (5 classes)-** This will be your realistic exaggerated/active figure interpretation of the assignment with either a pattern background or a realistic foreground, middle ground and background.

Visual Journal Pages:

- ☐ **Design Notes** and diagrams that illustrate the anatomical aspects of figure. Develop strategies for measuring and mapping out the figure. Work from live model review gesture and contour line.
- ☐ **Begin to Research and develop Visual Journal plan for final full color exaggerated figure drawing.** Find a photo (preferably your own) that shows a figure in a space (foreground, middle ground and background) doing something active- see [Exaggerated Figure Pinboard](#) and [Human Figure in Art Board](#). This will be your final full color drawing for the class. Bring for next week. Choose which background you will use ([pattern](#) or realistic). Develop a plan for the background in your visual journal doing research, thumbnails and a written proposal explaining your idea.

Reportable Standard	Priority Standard
In each box list the reportable standard to be assessed <u>in the unit</u>	In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed <u>in the unit</u>

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)	
<p>Identify the summative assessment(s) that will be administered & graded in the unit.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sketchbook/Visual Journal collection of notes and research including thumbnails and written proposal for project <input type="checkbox"/> 3-5 Figure study drawings based on observation of live model including the items listed above. <input type="checkbox"/> Critique of final full color exaggerated figure drawing. <input type="checkbox"/> Written artist statement 	
Learning Targets	

The Student Will....

PS I

- ☐ Create a series of drawings from observation of the human figure(K, S, P)
- ☐ Utilize the elements of pattern, proportion and value in finished drawings. (K, S, P)

PS2-

- ☐ Create Fully rendered color drawings from observation that show value range using students' choice of rendering style and media (pastel, oil pastel or color pencil) (S, P, K)
- ☐ Design multiple visual journal pages that investigate human figure and anatomical studies and thumbnails for final project. 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 exaggerated figure drawings 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 of your free choice nature 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 color 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.
PS6- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.	Creatively engages in analysis and evaluation of artwork with meaningful critique contributions in oral and written form using art-specific vocabulary.	Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary.	Basic analysis and evaluation of artwork through oral and written critique, using simple art-specific vocabulary.	Analysis and evaluation of artwork through oral and written critique process is lacking, incomplete or does not use art specific vocabulary.
PS7 Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.	Invents ways to innovatively connect to artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.	Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.	Basic connection of artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.	Lacks connection of artistic ideas and works to personal, societal, cultural and historical context to deepen understanding.