

Pewaukee School District Unit Plan

Course Name: Drawing I

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Unit Name: Unit 2- Space- Perspective.

Unit Description: Create several drawings that illustrate your understanding of two-point perspective and the use of it to create the illusion of 3-dimensional space in 2-dimensional media.

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.

Learning Targets

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

I. The Student Will....

PS 1-

- Develop drawings that illustrate the illusion of 3-dimensional space on a 2-dimensional surface. (K,PS, R)
- Utilize the element of line to express the element of space. (K,S,P)
- Create emphasis by developing a strong focal point in your drawing. (K,S,P)

PS2-

- Create detailed drawings that are fully detailed using line, no shading and finished in pencil and/or ink. (S,P)
- Develop drawings that illustrate accurate 2-point perspective and a realistic/possible view of the objects drawn. (K,S,P)

PS3-

- Create a strong focal point: Subject of drawing (K, S, P)
- Utilize an interesting, meaningful and purposeful break-up of space (K, S, P)
- Develop drawings that illustrate an awareness of positive and negative spaces (K, S, P)

PS4

- Develop a full-page written brainstorm of subjects (ideas) that utilize perspective. Think “outside the box” for these. City scenes are ok, but how could you go farther, make it different? (K,PS, R)
- Develop 8-10 thumbnail sketches that propose 8-10 varied ideas for the perspective drawing. (K,P,S, R)
- Create an original line drawing based on your own original photograph or observation that illustrates a creative twist while utilizing 2 or 3 point perspective to develop space. (K,P,S, R)

PS5-

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

PS6-

- Evaluate the collection of 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 which drawing(s) you feel are best and why. (R,K)
- Describe improvements or changes (R,K)
- Explain how to implement these changes. (R, K)

PS7-

- Create an original line drawing based on students' own original photograph or observation that illustrates a creative twist and is of interest to student, while utilizing 2 or 3 point perspective to develop space. (R, S, P)

Summative Assessment(s)

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

- Sketchbook Box Exercises and Notes
- Graded Library or Cafeteria drawings
- Critique of final perspective drawing free choice
- Written artist statement

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 and 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>