

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

Unit Name: Unit 3-Value- Creating the Illusion of 3-dimensional objects through rendering.
Unit Description: Create a series of value drawings that demonstrate knowledge of rendering techniques illustrating realistic shapes and forms while using varied drawing media. Develop an awareness of value in color as well as black and white media. Learn to render and shade using varied 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>
<p>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.</p> <p>PS4- Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.</p> <p>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.</p> <p>PS2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.</p> <p>PS3-Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.</p> <p>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.</p> <p>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.</p> <p>PS6- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.</p>	

Summative Assessment(s)

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

Sketchbook collection of value scale, 2D-3D shapes, exploration of rendering styles
 Critique of final portfolio collection of all value drawings
 Written artist statement

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

2. The Student Will....

3.

PS 1

- Create a series of drawings that illustrate your knowledge of value. (K, S, P)
- Develop a value scale chart rendering with ebony pencil to build-up value range. (no finger smudging) (S,P)
- Develop 2-dimensional shapes that give the illusion of 3-dimensional space. (K, S, P)
- Design drawings that utilize contrast to illustrate light and shadow. (K, S, P)
- Design compositions that utilize the principle of balance (asymmetrical or symmetrical). (K, S, P)

PS2-

- Create Fully rendered black and white drawing from a photograph (using the viewfinder to set up an alternate view) 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 pointillism, crosshatching, text as rendering and scribble rendering. Make sure there are objects or images that incorporate all of these techniques on one page. Be creative with your design. (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 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 original fully rendered drawings based on students' own photos or observation illustrating contrast, strong composition 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>