

**Pewaukee School District Unit Plan**

**Course Name: Drawing I**

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

**Unit Name: Unit I- Line-The Most Basic Element of Design**

**Unit Description:** Create a series of line drawings that demonstrate your knowledge of line including, blind contour, contour, gesture, open, closed, parallel and varied line. Goal for this unit is to investigate line as an element of art and also to explore varied media used in drawing.

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>
<b>CREATE</b> Plans and develops complex compositions through quality craftsmanship.	PS1-Apply and utilize the elements and principles of design in the creation of visual art.
<b>PRESENT &amp; RESPOND</b> Interpret and evaluate the meaning of art work through the critique process.	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.
	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 Line Explorations
- Critique of final portfolio collection of all line 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

The Student Will....

**PS 1-**

Experiment fully with the element of *line*. (S, P)

Illustrate a *variety* of *line* types/qualities. (S, K,P)

Design 2D *space* to create a strong composition. (S, P, K)

**PS2-**

Develop work in a *variety* of media. (S, P)

Create a series of *line* drawings that demonstrate your knowledge of *line* types. (S, K, 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-**

Develop portfolio exhibit of drawings that exhibit *varied line* types and qualities. (K, P, R)

Choose one drawing to exhibit that best illustrates the student's learning. (K, R)

**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)

## 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.
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.