

Grade Five Visual Art

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Unit Topic: Structural Drawing / Spatial Composition

Subject Area Essential Question(s):

How does a visual artist communicate convincingly?

What are successful (drawing, building, etc.) habits?

How does the space around subject matter define the shape of a form as much as the form itself does?

Unit Level Essential Question(s):

Why do we use line (outlines) when working representationally when outlines don't exist in the visible world?

How do artists create the illusion of 3d space in 2d compositions?

Goals

A: Skills - Technique and Media

Technique: The "Best Practices" of Drawing

Intro to Color Theory and Color Mixing and the differences between them.

Medium and Technique: Oil Pastels / Blending

Giving and Receiving Feedback

B: Content Knowledge

Geometric and Linear Terminology

Contour

Structure / Form

Foreground, Midground, and Background

Depth

Perspective

Value

Light Source / Shadow Location

C: Understandings

Positive and Negative Space

Overlapping Forms

Intro to Contrast

Intro to Visual Texture / Pattern

The Hierarchy of Detail

Evidence of Students' Reaching Goals:
Inquiry - and Skill-Based Teaching and Learning Ideas:

Grade Five

Unit: The Forest For the Trees

Why draw Trees?

SELECTION OF COMMON (HOMOGENEOUS) SUBJECT MATTER FOR STUDENT GROUPS TO FACILITATE STUDENT FOCUS ON SPECIFIC SKILLS AND CONCEPTS.

The variety of subjects that students choose to represent in their school-based artwork shows evidence of individuality, the need for self-expression, and as well as the need for students to demonstrate various levels of achievement or “mastery” based on previous experience. This aspect of Visual Art class is clearly central and essential for a successful class experience. However, there are times, in the interest of practicing skills and concepts, when removing the responsibility for students to select their own subjects allows for more direct engagement with learning and more efficient use of class time. By having a subject provided for them, students can engage with learning without the responsibility and perhaps “burden” of selecting subjects, which is extremely time consuming in context to the amount of class time students have to do their work.

Deciding on a single subject for an entire group of students to work with comes with challenges. When choice of subject matter is not given to students, there is a risk of enthusiasm not being at the level that it needs to be in order for students to feel excited by, inspired by and attached to their work. Selection of a subject should consider general age-appropriate themes, age-appropriate levels of detail and have general “likeability”. Additionally, selection of subject matter for groups of students should be things that can easily be imagined as other similarly structured subjects. This provides a sense that the concepts of the work will be useful to the participants in future work.

This project uses the structure of a **tree** as the foundation for *practicing* the “best practices” of drawing, page design/composition, scale, and spatial depth/perspective. For students, the tree is a subject that is commonly over-stylized and one that is often avoided due to the complexity of its overall form. **The hierarchy of detail** in even a “generic” tree can be overwhelming to many students and at the same time be an excellent opportunity to demonstrate the breaking down of complex subjects into easier to understand (and represent) pieces. Additionally, trees are subjects that all students can relate with on a similar level and most students have some built-in experience drawing trees or at least attempting to.

One of the overarching goals of this unit is to provide students with an authentic opportunity to work with a logical process (techniques and concepts) early on in the school year that yields satisfying results that they will feel are useful and applicable to future work. Connections with many other potential subject matter (e.g. human anatomy) is one of the ongoing topics throughout the unit.

Stage One: Structural Drawing

Description: Students use their observational skills to follow along with a series of teacher-lead drawings that model best practices and refined linework. Students practice controlling line work as well as 2-d space. Additionally, students are challenged with a variety of linear forms that require careful focus and thoughtful adjustments.

Class Duration: 2 classes (drawings continued/finished at home for HW)

Focused Practice: Consistency with the established best practices, line quality, page management.

Stage Two: Overlapping Forms, Perspective, and Positive and Negative Space

Description: Students apply drawing strategies to design and composition.

Class Duration: 2 Classes (drawings continued/finished at home for HW)

Focus: Structural Drawing via **Curvilinear Lines (Contours)**, Spatial Depth

Focused Practice: Rendering **Organic Forms** using curvilinear lines. Experience working with scale and proportion.

Stage Three: Group Composition (Skills Culminate)

Description: Working in groups of 2-3, students combine their understandings of the techniques and concepts of class into a collaborative composition.

Class Duration: 4-6 classes

Focus: Structural Drawing, Spatial Design (Composition), Contrast, Color Temperature, Visual Texture

Focused Practice: Repetition of forms, Structural Drawing, Point of View, Basic Perspective, Color, Contrast

Going Beyond: Students use Contrast, Texture and Color to represent increasingly realistic forms that suggest light sources (highlights) and thoughtfully placed shadows (darks).

Collaboration with a Partner/Group:

Listening / Considering / Offering / Productive Compromise of Ideas

Supporting Texts

Design and Composition by Nathan Goldstein

The Natural Way to Draw by Kimon Nicolaides

Drawing on the Right Side of the Brain by Betty Edwards

Rising Tide School-Wide Objectives & Benchmark Skills

<p>Communicator: Students display their Receptive and Expressive skills throughout this multi-step project. Specifically through focused practice of demonstrated skills and through their abilities to apply their creativity to the discussed processes and concepts.</p>	<p>Investigator: Inquiry and Innovation skills are also developed throughout this project. Students are given plenty of workshop/studio time to explore the demonstrated techniques and actively participate in a series of discussions. Additionally, students have the opportunity to apply their personal findings along with their practiced skills to their work.</p>	<p>Self-Directed Learner: Students display their Self-Awareness skills and show Responsibility during this project by being productive during studio time as they work to meet class deadlines and self-set goals while following the directions and pursuing the concepts of class. In the classroom setting, students ask clarifying questions and regularly seek feedback to their work. Additionally, students display SDL skills with the work practicing skills via their HW.</p>	<p>Community Steward: Awareness of Others and Collaboration are major components of this project. Although the students are working individually at first, the final stage of the project is a collaboration that requires listening to others, offering ideas to others and considering the ideas of others. Furthermore, students participate in class-wide critique sessions throughout the stages of the project that allow for the opportunity to provide and receive feedback from classmates.</p>
<p>Social-Emotional Learning:</p> <ul style="list-style-type: none"> ● Welcoming Classroom Environment ● Regular opportunities for engagement with content for ALL students, regardless of previous experience. ● Risk-Taking is encouraged and never negatively affects grading. ● Experimentation and Brainstorming are valued as essential components of Productivity. ● Regular encouragement for students to communicate questions and comments with the teacher as well as with the class through full group and small group discussions. ● Classroom community welcomes and appreciates all voices. ● Group work allows for ongoing practice of speaking and listening skills. 			

5th-6th Grade Visual Arts Standards

Creating

1. **Generate and conceptualize artistic ideas and work.** Generate artworks that integrate ideas with new materials, methods, and approaches. (5-6.V.Cr.01)
2. **Organize and develop artistic ideas and work.** Organize and plan an idea using a variety of

self-selected strategies (e.g., sketches, prototypes, rough drafts). (5-6.V.Cr.02)

3. Refine and complete artistic work.

- a. Refine an artistic work by making changes to specific elements, such as color, form, or space. (5-6.V.Cr.03.a)
- b. Investigate and invent new techniques and approaches using two- and three-dimensional materials. (5-6.V.Cr.03.b)

Presenting

4. Select, analyze and interpret artistic work for presentation. Develop a title and artist statement that explain important information about a personal artwork. (5-6.V.P.04)

5. Develop and refine artistic techniques and work for presentation. Develop a visual plan for displaying works of art and the layout of the exhibit. (5-6.V.P.05)

6. Convey meaning through the presentation of artistic work. Formally present a piece of artwork (i.e., personally speak about the artwork, as opposed to just having the work displayed) that makes connections to other disciplines. (5-6.V.P.06)

Responding

7. Perceive and analyze artistic work. Analyze how an artwork's form (e.g., portrait, sculpture, installation, textile art) compares and contrasts with others of the same type or period. (5-6.V.R.07)

8. Interpret intent and meaning in artistic work. Use domain-specific vocabulary to identify details about an artistic work. (5-6.V.R.08)

9. Apply criteria to evaluate artistic work. Evaluate a piece of artwork based on a predetermined list of criteria. (5-6.V.R.09)

Connecting

10. Synthesize and relate knowledge and personal experiences to make art. Describe and demonstrate personal artistic style and preferences. (5-6.V.Co.10)

11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify influential works of art from different periods and their impact on the artistic world. (5-6.V.Co.11)

PROJECT RUBRIC

4: Effort Exceeds Expectations showing examples of Consistent, Thoughtful Decision-making. Student’s work creatively incorporates demonstrated concepts and techniques.

3: Effort Meets Expectations showing *some* examples of excellent work as well as some creative application of concepts and technique.

2: Effort is Below Expectations showing *some* examples of progress working with the demonstrated concepts and techniques.

1: Effort does not meet minimum expectations and work displays little evidence of engagement with technical and conceptual aspects of the unit. The student has not adequately worked towards increasing their understanding.

Structural Drawing	Composition	Color, Oil Pastel Technique	Studio Collaboration
<p>Uses light, easy-to-erase linework</p> <p>Builds forms from basic geometric shapes and linear types</p> <p>Develops details from large to small</p>	<p>Considers the Scale, Placement and Visual Movement of Subject Matter</p> <p>Thoughtfully Arranges both Positive and Negative Space</p> <p>Demonstrates an understanding of Spatial Depth by using Overlapping Shapes</p> <p>Experiments with various arrangements to achieve different outcomes</p>	<p>Basic Color Wheel</p> <p>Understands how to Generate Greys and Neutral Colors of different Temperatures</p> <p>Application of the Demonstrated Blending Techniques</p> <p>Uses techniques to experiment with results</p>	<p>Contributes positively to group work</p> <p>Offers new ideas ideas to group</p> <p>Considers the ideas of others</p> <p>Responds positively to feedback</p> <p>Offers constructive criticism to classmates</p>
Communicator, Investigator, Self-Directed Learner			Community Steward
Strength:	Strength:	Strength:	Strength:
Work On:	Work On:	Work On:	Work On:

Below is the version of the rubric that is distributed to the students. It is simplified in order to be easily and clearly understood by **5th grade** students.

STUDENT NAME:

PROJECT: *THE TREES*

How am I doing?

MY DRAWING SKILLS	MY OVERALL PICTURE	WORKING WITH OTHERS
How am I doing with: <ul style="list-style-type: none">• Working slowly• Using light lines• Using my eyes to follow along with demonstrations• Asking questions	How am I doing with: <ul style="list-style-type: none">• Overlapping Shapes• Positive and Negative Space• Texture and Pattern• Big Details and Small Details	How am I doing with: <ul style="list-style-type: none">• Looking• Listening• Talking• Considering• Asking questions
Strength:	Strength:	Strength:
Work On:	Work On:	Work On: