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| **Title** | Drawing as Communication |
| **Author** | Paul Olsen |
| **Target Pupils** | High School Drawing Class-Multi-grade |
| **Unit Goals:**  **State Standards**  **Or mandates** | Missouri Learning Standards -- Fine Arts     * Discuss how personal and cultural beliefs influence the interpretation of the meaning, message, or value of a work of art. * Discuss personal beliefs about the nature of art * Compare and contrast student artwork with professional artworks or masterpieces: * Describe artwork * Analyze the use of elements and principles in the work * Interpret the meaning of the work (subject, theme, symbolism, message communicated) * Judge the work from various perspectives * Showing a real or idealized image of life (Imitationalism) * Expressing feelings (Emotionalism/ Expressionism) * Emphasis on elements and principles (Formalism) * Serving a purpose in the society or culture (Functionalism) * Create a range of 10 smoothly graduated values through varied pressure * Create a range of 7 graduated values using hatching, crosshatching, and stippling techniques * Use an eraser as a tool to create a range of values * Create original artwork that communicates ideas through themes (e.g., national identity, spirituality, vision, progress, human condition, narrative) |
| **Unit Rationale** | Drawing is used to share ideas. Learning how to effectively share and observe visual communication enables students to be prepared to address and present issues in unique ways. It is valuable to develop the skills necessary to evaluate information and translate it into visual representations. Doing this requires reflection and complex critical thinking. Drawing is also a foundational skill for the rest of the visual arts. Knowing how to go through the process of drawing gives students a framework for how to communicate a visual theme. Cultures have used, and continue to use, visual communication to share specific themes across many disciplines. Through drawing, critique of past visual communication will become clearer. Understanding the impact of visual communication now and in the past will empower students to communicate more clearly. |
| **Unit Essential Questions** | What are the different ways people communicate?  Why is it important to use careful observation when deciphering communication?  In what ways historically have the arts influence the way cultures share ideas?  How do we use the same tools to portray varying viewpoints?  Is there one right way to communicate about an issue? |
| **Performance Task** | * **Goal:** what do you want students to know, understand and do by the end of this unit   + Demonstrate the ability to use different methods for creating value in a drawing.   + Understand how to observe artwork to see themes the artist is communicating.   + Make connections between student work and professional works.   + Address the principles and elements of art they have used in their pieces.   + Be able to communicate a specific theme in their work. * **Role:** what real world role will the student play?   + The student creating an educational pamphlet to use for mentoring middle school students.   + Share an exhibition of artwork with their community to raise awareness about life in High School * **Audience:** with whom will the outcome be shared?   + Group of middle school students seeking information and advice about navigating high school   + Exposition audience-open to the school community. * **Situation:** what will the real world situation be?   + Students from the middle school of the local district will be coming to the high school on a tour to learn about classes and social life. The high school art class has been asked to create a pamphlet of their works that   + Students will learn how to put on an art exposition where they will be sharing their voice with the community through their artworks and supporting writings. * **Product, performance, purpose:** what will students produce or perform.   Drawing class students will use a series of drawings to develop a pamphlet to teach middle school students about issues they will face in high school. Each student will select at least 3 themes (i.e. Bullying, Peer Pressure, Driving, Relationships, Independence, Sports, etc.) to communicate to their audience by creating individual drawings. The students will use these pamphlets as part of, "Moving Up" day with the middle school students where they will be asked to give a short presentation about their artwork and the themes they are representing. The purpose of this portion will be to help the students understand how their works convey a theme/lesson to its audience.    The students will then use the drawings to create an exhibition of works that will be used to communicate with the larger district community about life in high school. They will collaborate on a statement of purpose for the exhibition which will identify other professional artist groups or societies that have done art for social awareness. The students will also write Artist Statements for each of their individual drawings. During the opening for the exhibition the students will display their pamphlet and be asked to share the experience and purpose of presenting to the middle school students at the exhibition opening. This exposition will serve the purpose of forcing students to make connections between their work and the works of past artists who have worked to communicate specific themes. They will also need to analyze their work as to identify the elements and principles of art they have used and how.  To complete the unit, students will be asked to write a critique of the exposition. In this critique the students will reflect on the themes communicated through the artwork and the parallels between professional and student works and what they learned about communicating their ideas through artwork. This critique will be posted to the schools website and give the students an opportunity to organize and share their thoughts. Through this writing they will need to articulate the ways themes are communicated through art. |
| **Attach Performance Task Scoring Guide** | Rubric Attached Below. Key Assessments 1 and 2 will be evenly weighted, Key Assessment 3 will be weighted at half the value. |

Key Assessment #1: Demonstrated Understanding of the Role of Themes in Art as Communication

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| **Unsatisfactory** | **Near Proficient**  **[Below Standard]** | | **Proficient**  **[Meets Standard}** | | **Advanced**  **[Exceeds Standard]** | |
| **1** | **1.5** | **2** | **2.5** | **3** | **3.5** | **4.0** |
| * Has no connections between student and professional artwork. * No theme present in artwork. * Incomplete or inappropriate description of the artwork in artist statements and critique. | * Meets 2 criteria under “2-Near Proficient” or greater | * Has attempted to make connections to professional works but has no supporting information or justification. * Begins to communicate themes but does not have clarity of themes or may be missing themes in one or more of the works * Statements and critique of the artwork begins to imply a theme but lacks clarity and is inconsistent. | * Meets 2 criteria under “3- Proficient” or greater * The third criterion may be 1-Unsatisfactory, or 2- Near Proficient. | * Has made appropriate connections to professional works and begins to support with relevant information. * Communicates clear themes through all works in the series. * Description of the artwork clearly states the themes. Would benefit from further description of how these themes are demonstrated. | * Meets 2 criteria under “4- Advanced” * The third criterion must be “3- Proficient.” | * Has made accurate connections between student and professional works that are supported by clear analysis of works. * Communicates clear themes through all works in the series and uses additional supporting themes to bring clarity to the primary theme. * Description of the artwork clearly states the themes and has thorough description of how the elements and principles of art are used to accomplish the creation of the theme. |

Key Assessment #2: Execution of Theme through Drawing Techniques

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| **Unsatisfactory** | **Near Proficient**  **[Below Standard]** | | **Proficient**  **[Meets Standard}** | | **Advanced**  **[Exceeds Standard]** | |
| **1** | **1.5** | **2** | **2.5** | **3** | **3.5** | **4.0** |
| * Missing or incomplete works of art. * Has not used any sort of varying values in works. * Uses only one technique for developing values in works. | * Meets 2 criteria under “2-Near Proficient” or greater | * Has completed all works of art but lacks depth or development. * Has begun to use value but is limited to up to three distinct values. * Uses two or more techniques for developing values but has poor execution of technique | * Meets 2 criteria under “3- Proficient” or greater * The third criterion may be 1-Unsatisfactory, or 2- Near Proficient. | * Has completed all works of art but there is inconsistency in the quality and depth. * Has developed a strong sense of gradation of values in at least one of the works, and uses value as a tool in the others. * Uses two or more techniques to develop values and has executed them well. Could be more consistent with how the techniques are used. | * Meets 2 criteria under “4- Advanced” * The third criterion must be “3- Proficient.” | * Has completed all works of art in a consistent manner that demonstrates a complete development of all areas. * Has developed a strong sense of gradation of values in all works in the series. * Exemplary execution of at least three different techniques for developing value. Techniques are applied uniformly across series creating a sense of continuity. |

Key Assessment #3: Professionalism and Presentation

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| **Unsatisfactory** | **Near Proficient**  **[Below Standard]** | | **Proficient**  **[Meets Standard}** | | **Advanced**  **[Exceeds Standard]** | |
| **1** | **1.5** | **2** | **2.5** | **3** | **3.5** | **4.0** |
| * Missing or incomplete writings with abundant unchecked grammatical errors. * Non participatory during presentations. * Has clearly not practice and speaks incoherently | * Meets 2 criteria under “2-Near Proficient” or greater | * Writings are present but lack cohesiveness and clarity, some grammatical errors present. * Participates in presentations but has lack of cohesive or viable information being shared. * Speaks with some clarity but makes mistakes and demonstrates a lack of focus | * Meets 2 criteria under “3- Proficient” or greater * The second criterion must be 2- Near Proficient. | * Writings are complete and free from major grammatical errors. * Takes a clear role in the presentations and communicates clearly about the themes. * Has come prepared and speaks clearly and concisely on the topic but makes small speaking errors. | * Meets 2 criteria under “4- Advanced” * The third criterion must be “3- Proficient.” | * Writing is complete and free of grammatical errors. * Takes clear role in the presentations and communicates clearly about the themes, connections between pieces, and gives audience additional resources for further information. * Speaks clearly and concisely on the topic while making no mistakes in speech and is clearly will rehearsed. |