



Drawing Studio Unit 3 - Rendering in Color

Unit Focus

Students will experiment with rendering form in color. They will apply color theory to create artworks that employ atmospheric perspective and color temperature to influence their work and create an illusion of depth. Students will learn through guided practice that builds on prior knowledge of basic color mixing.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>National Core Arts Standards <i>Visual Arts: HS Proficient</i> Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.HSI) Use multiple approaches to begin creative endeavors. (VA:Cr1.1.HSI.a) Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.HSI) Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. (VA:Cr3.1.HSI.a) Select: Select, analyze and interpret artistic work for presentation. (VA:Pr.4.1.HSI) Analyze, select, and curate artifacts and/or artworks for presentation and preservation. (VA:Pr.4.1.HSI.a) Interpret: Apply criteria to evaluate artistic work. (VA:Re9.1.HSI) Establish relevant criteria in order to evaluate a work of art or collection of works. (VA:Re9.1.HSI.a) <i>Visual Arts: HS Accomplished</i> Synthesize: Synthesize and relate knowledge and personal experiences to make art. (VA:Cn10.1.HSII) Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making. (VA:Cn10.1.HSII.a) Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.HSII) Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. (VA:Cr2.1.HSII.a)</p>	<p><i>Students will be able to independently use their learning to...</i> T1 Create works of art to personally engage in the artistic process and/or communicate meaning T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent T3 Capture the feeling or emotional response which an artistic piece elicits T4 Engage in critique to inform next steps or deepen examination of an artistic work T5 Make appropriate choices as a responsible, respectful participant within a communal artistic experience</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i> U1 Artists’ creative choices are influenced by their expertise, context, and expressive intent. U2 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience. U3 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.</p>	<p><i>Students will keep considering...</i> Q1 What does quality look/feel/sound like? How do I fine tune my work for and with an audience? Q2 What am I learning or have I learned from creating this work of art? Q3 What (skill/technique) am I focusing on? How do I get better at this? How do I know I’m making progress? Q4 How do I show mood or feeling in this work of art? How did the audience/viewers respond? Did what I was trying to express work? Q5 K-3: What does quality look/feel/sound like? 4-12: What are the established conventions of the art form/genre/style? What is the impact of those conventions on the piece? Q6 What am I learning by engaging in critique? Q7 What am I seeing/feeling in this piece? What inferences can I make?</p>	

Stage 1: Desired Results - Key Understandings

<p>Madison Public Schools Profile of a Graduate</p> <p>Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. <i>(POG.2.1)</i></p> <p>Design: Engaging in a process to refine a product for an intended audience and purpose. <i>(POG.2.2)</i></p> <p>Product Creation: Effectively use a medium to communicate important information. <i>(POG.3.2)</i></p> <p>Self-Awareness: Examining current performance critically to identify steps/strategies to persist. <i>(POG.4.1)</i></p>	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Composition: Design Methods: Formal, Informal, Grid -set, or Random)</p> <p>K2 Characteristics of chosen color media</p> <p>K3 Color values can be used to model form. (spectral vs. tonal color)</p> <p>K4 Mark making can be used to emphasize form and add visual interest.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Orchestrating compositional elements to format their drawing.</p> <p>S2 Applying media (i.e.layering with colored pencil, watercolor techniques or blending pastels)</p> <p>S3 Manipulating color values (mid-tones, highlights and darks) to create a convincing illusion of depth.</p> <p>S4 Applying mark making to emphasize form. (directional marks to reinforce forms and or expressive ones for visual interest.)</p>