

Brunetti, I. (2007). *Cartooning*, Oakland: Buenaventura
McCloud, S. (2006). *Making Comics: Storytelling Secrets of Comics, Manga and Graphic Novels*. New York: Harper Collins Publishers
Barry, L. (n/a). *The Near-Sighted Monkey Book*.
Barry, L. (n/a). *What it is: The Formless Thing Which Gives Things Form* **DRAWING UNIT**
PLAN

Unit Topic: Value

By: Amanda Larson, Kevan Bryant, and Jeff Hirsche
Grade 12 (could be modified across high school)

Rationale:

At this age students should be developing specific drawing techniques to further their understanding of the elements of art. Many students find that creating areas of light and dark is a challenging feat in their drawings. Value is an essential element of drawing to help create more realistic images. The purpose of this unit is to introduce value and apply the skills they learn into their work. Students will gain a deeper appreciation of value, by adding and taking away medium.

The series of lessons will flow from basic skill development of value in charcoal, to transferring skills across mediums in a final body of work. At this point in the student's art education, they will continue to develop their personal style within this unit. Also, students will have opportunities to work independently and collaboratively while referencing art history.

Lesson 1 Summary:

The idea behind this lesson is to tap into the right side of the brain, and focus on only what the students see. The image will be upside down and blurry, slowly moving into focus. This will cause students to not think about the object they are drawing, but on the process of creating value by adding and taking away medium. The next lesson will be building on the value skills developed in this lesson. It will be evaluated out of ten, five marks for completion and five marks for accuracy.

Lesson 2 Summary:

The idea behind this lesson is to introduce collaboration by each individual completing a value study of an image fragment that will collectively create a larger piece. Students will be building on previous skills of value by rendering the chosen image as they see it. They will be evaluated out of fifteen, five for completion, five for participation, and five for rendering their image fragment accurately.

Lesson 3 Summary:

This lesson is intended to get students looking at historical artworks and discovering what they like or dislike in these works and why. Furthermore, studying from master works is not only useful in developing a personal style, but also is a significant part of art history. Working in a series is helpful in developing a personal style; because the subject matter is the same, students have the opportunity to rework the same subject in different ways and display it in a cohesive manner.

This is a culminating activity in value, where the students get more freedom to explore value across different mediums of their choice. They will create a series of three images, rendered from a historical art piece. Each piece will feature the same subject matter, but they can use any medium of their choice to create two of their renderings, but the first must be completed in charcoal. Their works will be evaluated by a rubric and class critique.

ART Value and Drawing: Stage 1 – Desired Results

Established Goals	TRANSFER GOAL	
<p><i>Students will:</i></p> <ul style="list-style-type: none"> -view and draw what they see -understand the process of creating value by adding and subtracting charcoal (using the eraser as a tool) -collaborate on a large scale piece by individual contribution -continue developing their personal style through a series of representations from a historical drawing of their choice - further develop understanding of value by exploring 2 more mediums - will relate the importance of art history to their own work 	MEANING	
	<p>Enduring Understandings: <i>Students will understand that...</i></p> <p>U1 – A repertoire of drawing techniques is needed to express visual ideas.</p> <p>U2 – Explorations of a technical or creative nature may lead individuals into highly personalized work sessions.</p> <p>U3 – Recording the development of visual ideas in a consistent manner is a part of developing personal style.</p> <p>U4 – Throughout history, a wide range of media and techniques have been used to make art.</p>	<p>Essential Questions: <i>Students will keep considering...</i></p> <p>Q1 – What is value?</p> <p>Q2 – What are techniques to create value?</p> <p>Q3 – Is collaboration a key component of being an artist?</p> <p>Q4 – Is it important to look at historical artworks when developing your own style?</p>
	ACQUISITION OF KNOWLEDGE & SKILLS	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -How to recognize the significance of value in drawing -How reproducing masters works is important to reference art history and further develop their own personal style 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -Depicting value through reproduction of historical works -Representing a masters work while establishing a personal style through a variety of mediums

STAGE 2 – Evidence

Evaluative Criteria <i>Performance is judged in terms of -</i>	Assessment Evidence <i>Students will need to show their learning by:</i>
<ul style="list-style-type: none"> Participation Accuracy of rendering Completion Critique Rubric for major assignment 	<p>Transfer Task: The students will show their learning by referencing historical artworks, completing five works in total, and demonstrate an understanding of value throughout the unit.</p>

Lesson 1: Value Study / Slide Projection

Subject: Art 30

Grade: 12

Time: 50 minute classes

Learning Objectives/Rationale:

- Explore the theme of value and the properties of the eraser as a drawing tool
- Students will produce a drawing of “The Winged Victory” using charcoal

Curriculum Objectives:

General Outcome: DEVELOP AND REFINE DRAWING SKILLS AND STYLES.

Specific Outcome: A repertoire of drawing techniques is needed to express visual ideas.

Resources/Materials:

- Slide of “The Winged Victory”, 18”x18” squares of larger paper, charcoal, both thick and thin eraser and drawing tools.
Drawing Boards/Donkeys, projector

For the Whiteboard:

- Begin applying only value- not line- depicting what you see
- BE CAUTIOUS of how much / how dark you apply it as the image will continue to change
- We will continue to work this drawing for the entire class so focus on what you see
- Due end of Monday's class
- Out of 10: 5 for completion, 5 for accuracy

Getting Organized:

- Having slide (upside down) and projector ready
- Good spot to view/ good lighting
- Having extra paper, charcoal and erasers handy just in case
- Music for background?

Time 5min	<p>Introduction</p> <p>Probing questions:</p> <ul style="list-style-type: none"> - What is value? - What are some techniques to add or take away value? 	<p>Modifications</p> <p>Observe application of value and give hints or demo as required. Keep with the pace; assure students that they can continue working it through each adjustment</p>
40 min	<p>Body</p> <p>Introducing the Assignment</p> <ul style="list-style-type: none"> • (VERY VAGUE) We are going to be working with value only in order to draw something as we see it • The idea behind this assignment is to get you thinking about value and its application / removal, and also to depict what you see as you see it <p>Time for the Assignment</p> <ul style="list-style-type: none"> • Find a comfortable place to draw for the next 40 minutes • This is the only class to work on this 	<p>Sponge Activities</p> <p>Students should not finish early, since they cannot see the image clearly until the rest of the class does.</p>
5 min	<p>Closure</p> <ul style="list-style-type: none"> • Before and during clean- up discuss student's immediate response to the activity and how they feel about the drawings. They should record this in their sketchbooks, and we will discuss the drawings at the beginning of next class (or in weekly critique) <p>► For next class: Students should come prepared to discuss the drawing and ready to start the next assignment.</p>	

Assessment

- A grade out of 10 will be assigned, based on 5 for completion, and 5 for accurately rendering the image.

Notes on the lesson...

The idea behind this lesson is to tap into the right side of the brain, and focus on only what they see. The image will be upside down and blurry, slowly moving into focus. This will cause students to not think about the object they are drawing, but on the process of creating value by adding and taking away medium.

Things to try next time...

Lesson 2: Value Study/Image Fragment

Subject: Art 30

Grade: 12

Time: 3- 50 minute classes

Learning Objectives/Rationale:

- To introduce the students to a 19th Century artist, Daumier and his piece “Rue Transnonain”
- Explore the theme of value
- Students will engage in a collaborative class piece by completing an individual image fragment

Curriculum Objectives:

General Outcome: DEVELOP AND REFINE DRAWING SKILLS AND STYLES.

Specific Outcome: A repertoire of drawing techniques is needed to express visual ideas.

Resources/Materials:

- Image fragments (the larger “Rue Transnonain” cut into the proper number of squares for the class), 18”x18” squares of larger paper, charcoal and drawing tools

For the Whiteboard:

- Select an image fragment out of the box
- Using any technique of rendering value of your choice, make a faithful copy of the image fragment
- Label your drawing with the number and letter on the back of the original photo image
- Due beginning of Friday’s class
- Out of 15: 5 for participation, 5 for completion, 5 for accuracy

Getting Organized:

- Image fragments prepared with letter and number on back
- Larger pieces of paper prepared
- Extra materials (charcoal, pencils, etc.) for students to use

Time 5min	<p>Introduction</p> <p>Probing questions:</p> <ul style="list-style-type: none"> - Is collaboration a key component of being an artist? - What is value? - What are some techniques to add or take away value? 	<p>Modifications</p> <p>Students who need help with proportion; have them divide their square and larger paper into four quadrants to help accurately render the image</p>
45 min	<p>Body</p> <p>Introducing the Assignment</p> <ul style="list-style-type: none"> • You will each select an image fragment • Using any technique of rendering value of your choice, make a faithful copy of the image fragment (charcoal, eraser, pencil) • Label your drawing with the number and letter on the back of the original photo fragment • You have two periods in class to finish this, so it will be due the beginning of Friday’s class • You will receive a mark out of 15: 5 for participation, 5 for completion, and 5 for accurately rendering the image <p>Check for Clarification</p> <ul style="list-style-type: none"> • First, discuss with a classmate quietly if you need help. If you both cannot answer the question, ask the teacher. <p>Time for the Assignment</p> <ul style="list-style-type: none"> • Find a comfortable place to draw for the next 40 minutes • Tomorrow you will have the full class to work on this • When you finish, you may move onto Sponge Activity 	<p>Sponge Activities</p> <p>If students finish early, they are encouraged to work in their research work books, researching the Daumier and his works, or practicing addition value drawings of their choice</p>

50 min

Closure

- In Friday's class, students will all bring their finished value drawing
 - According to their letter and number on the back, we will assemble them on the wall to create the larger picture
 - A short lesson on "Rue Transnonain" and artist, Daumier will be given for background information
- For next class: Students are asked to think about a historical drawn image, and ways they could represent it using value. They are to bring a copy off of the internet of the image of their choice.

Assessment

- A grade out of 15 will be assigned, based on 5 for participation (collaboration), 5 for completion, and 5 for accurately rendering the image

Notes on the lesson...

The idea behind this lesson is to introduce collaboration by incorporating individual fragments into one collective larger piece. They will be building on previous skills by rendering the chosen image as they see it.

Things to try next time...

Lesson 3: Art History Series

Subject: Art 30

Grade: 12

Time: 5- 50 minute classes

Learning Objectives/Rationale:

- Students will learn the importance of drawing from historical art pieces in developing a personal style
- Students will research a historical artwork that they will change/recreate in charcoal & 2 other mediums

Curriculum Objectives:

General Outcome: EXHIBIT A PERSONAL STYLE THROUGH IN-DEPTH STUDIES

Specific Outcome: A series of complete compositions for public display provides a visual statement about an artist

Resources/Materials:

- Art History textbooks, Artstor database, slideshow with images of artworks based on artworks
- Paper, charcoal, other drawing tools (pencil, pen, conte crayon, oil/chalk pastel, etc.)

For the Whiteboard:

- Man Ray, *Dust Breeding* & Duchamp, *The Bride*
- Rauschenberg, *Erased De Kooning*
- Lichtenstein, *Whaam!*

Getting Organized:

- Art History textbooks placed on tables
- Slides ready with images of art based on art

<p>Time</p> <p>5min</p>	<p>Introduction</p> <p>Probing questions:</p> <ul style="list-style-type: none"> - Is it important to look at historical artworks when working on your own style? Why or why not? Does anyone disagree? Why? - Can anyone think of any examples of artworks, plays, movies, books, advertisements, or anything else that are based on historical artworks? 	<p>Modifications</p> <p>If students have difficulty choosing an artwork, assign them one according to their interests</p>
<p>45 min</p>	<p>Body</p> <p>Introducing the Assignment</p> <ul style="list-style-type: none"> • You will research an image that you would like to use as a study. This image might be one of significance to you, or one with interesting features, or even one that you despise and would like to make better • You are to make a series of at least 3 drawings of your historical piece. The first drawing should be in charcoal, but the other 2 must be in different mediums. • Use sketchbooks to practice your drawing and figure out your ideas • What might be some ideas you could work within your series? Some might include adding/removing value. <p>Check for Clarification</p> <ul style="list-style-type: none"> • Is anyone confused on what to do? <p>Time for the Assignment</p> <ul style="list-style-type: none"> • You'll have 4 classes to work on these including today • Today you should research your artwork and begin sketching or even working on your first drawing • Our 5th class we will use if anyone needs finishing touches, then we'll display our series and critique 	<p>Sponge Activities</p> <p>If students finish, they may make additional drawings for their series, or begin a new series with a different artwork. Other activities include sketching or finishing other projects.</p>

50 min

Closure

- In Friday's class, students will all bring their finished series for critique
- What do you see? Do these images work together as a series? Why? Why did you display them how you did? Why did you choose that artwork as a study? Is there anything you would do differently? Why?

Assessment

- Class critique
- A grade out of 35 will be assigned for the series (works will be marked separately and as a series)

Notes on the lesson...

This lesson is intended to get students looking at historical artworks and discovering what they like or dislike in these works and why. Furthermore, studying from master works is not only useful in developing a personal style, but also is a significant part of art history. Working in a series is also helpful in developing a personal style; because the subject matter is the same, students have the opportunity to rework the same subject in different ways that will be displayed in a cohesive manner.

Things to try next time...