

*Grade*

Distance Learning Module 7 and Module 8: Week of: May 18<sup>th</sup> – 22<sup>nd</sup> and May 26<sup>th</sup> – May 29<sup>th</sup>

## **Visual Arts      Draw & Design I      *Modified from Unit PBA - The Classic Still Life***

### **Targeted Goals from Stage 1: Desired Results**

Students will draw a rendered still life from observation. Examples might include: candlesticks, bottles, vases, bowls. The challenge now becomes how to draw multiple objects and capture values in a visually convincing way.

#### **Evaluative Criteria:**

- Successful compositional format ( landscape / portrait , all objects to fit page)-
- Accurate spatial relationships/positive and negative shapes between and within objects
- Accurate proportional relationships
- Consistent value relationships between light and dark
- Mark-making reinforces shapes' volume.

#### **Content Knowledge:**

K1 The relationship between positive and negative spaces within a drawing

K2 gesture drawing

K3 Sighting and measuring for proportion

K4 practical perspective

K5 light and dark values imply form

#### **Composition should evidence:**

- Accurate spatial relationships/positive and negative shapes between and within objects
- Accurate proportional relationships
- Consistent value relationships between lights and darks.
- Rendering techniques: Stippling, Cross-hatching, Blending - talk about and show examples of innovative mark making.

**Duration: 10 days**

**Vocabulary:** Elements and Principles of Design: line, shape, space,

**Skills:** Students will draw a fully rendered still life from observation. Examples might include: candlesticks, bottles, vases, bowls. The challenge now becomes how to draw multiple objects and capture values in a visually convincing way.

- S1 Plan and Organize composition (vertical/horizontal).
- S2 Using appropriate sighting and measuring techniques to place all the objects on the page.
- S3 Using gesture drawing to sketch out initial placement of objects on the page.
- S4 Examining gesture drawings for positive and negative spatial relationships to inform corrections or modifications
- S5 Using a common geometric form (cone, sphere, cube, etc.)s as a basis for illustrating more complex shapes.
- S6 Applying value to render objects to create the illusion of form
- S7 Engage in critique of their work and the work of their peers to inform future drawing endeavors.

**Expectation:**

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: PBA assigned. 5/18 Review Supplied instructional videos and review material and examples during regularly scheduled class meets online.	YouTube video: How to Draw a Still Life Accurately: PART 1 Links to video's are posted in Google classroom	c
Tuesday:	YouTube video link posted in Google classroom	

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Wednesday:	YouTube video link posted in Google classroom	
Thursday:	YouTube video link posted in Google classroom	
Friday: class meeting Q and A begin drawing for next Friday May 29 and submit drawing to portfolio	YouTube video link posted in Google classroom	

**Week criteria for success** (attach student checklists or rubrics): Document posted in Google classroom

**Supportive resources and tutorials for the week** (plans for re-teaching): tutorial Links posted in Google classroom