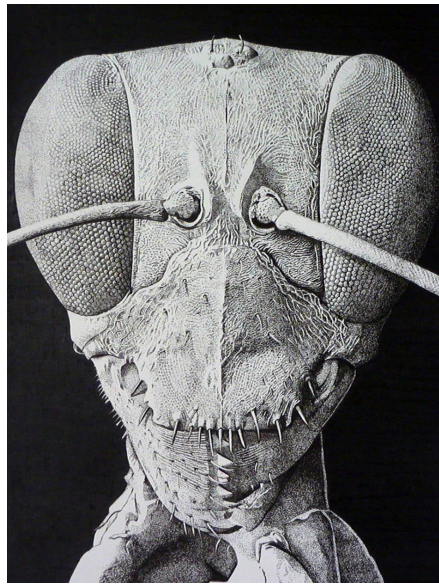


SHORT VERSION UNIT PLAN	TEACHER NAME	Ms. Torres		GRADE	Interm
	UNIT TITLE	Observational Bug Drawing		DATES	Sept 1-Oct-8

National Visual Arts Standard(s)	VA:Cr2.1.1a: Engage in making a work of art or design without having a preconceived plan VA:Re.7.1.1a: Hypothesize ways in which art influences perception and understanding of human experiences. VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas.				Materials Charcoal sticks Charcoal pencils White sticks and pencils Blenders Erasers eraser pencils Soft charcoal Sketchbooks Textured paper computers Texture worksheet Mark Making worksheet Value worksheet
Focus / Theme	drawing fundamentals/macro bug drawings				
Learning Objective(s)	VA:Cr2.1.1a: Engage in making a work of art or design without having a preconceived plan: Students will create a texture patch drawing to demonstrate their understanding of the elements and principles of art VA:Re.7.1.1a: Hypothesize ways in which art influences perception and understanding of human experiences: Students will research bugs, as well as artists who make bug artwork to provide them with more background in preparation for their final bug drawing VA:Cn10.1.1a: Document the process of developing ideas from early stages to fully elaborated ideas: Student will take pictures of all of their drawing activities for submission on google classroom in order to track their progress as they complete their final project				
Assessment	Texture box worksheet/Value worksheet Bug Patch drawing Final sketch Final project drawing				
Modifications / Accommodations	Smaller project size, extension, variety of charcoal materials, gloves, drawing light boards				
Early Finisher Activities	Animal ink drawing-Draw a micro animal picture by observation with ink using the value and line markings we practiced				
Forms	2D		3D	4D	
Frames	Cultural	Subjective	Structural	Postmodern	
Conceptual Framework	Artwork	Artist	Audience	World	
Key Artists	Natalie McIntyre, Rosalind Monks, Rafael Gomez Barrios				



Natalie McIntyre, *Solenopsis mandibularis*, 2011

Key Artworks



Rosalind Monks, insects, n/a



Rafael Gomez Barrios, Casa Tomada, n/a

Key Critical Questions

1. What could bugs represent or be used as a symbol for?
2. How might that symbol they represent change depending on who's viewing it?
3. How might the size affect how we see the bug? How does size affect the way we see art in general?

Language Functions

Describe/compare

Language Tasks & Activities

Value and line marks worksheets

Language Supports

Primary language support, technology, visual representation

Day	Practice	Vocab	Context	Activities	Critical questions
1	Drawing	elements and principles of art Composition	Drawing fundamentals	<p>Set induction: "How do we feel about bugs? Do we like them? Does anyone have any phobias?"</p> <p>Introduce drawing project</p> <p>Go over elements and principles being used for project</p> <p>Composition cropped/focal points/bug picture for each element and students will identify what element is most evident</p> <p>Closer: Exit ticket question</p>	How does the way we view a subject affect how we capture it? Bugs for instance
2	Drawing	Inspo board	Research/study of bugs	<p>Set induction:</p> <p>Make bug and bug artist Inspo board</p>	How can developing an understanding of bugs help us when drawing them

					How is the composition structured?
3	Drawing			Finish inspo boards Cropping images and turning in Closer: Thumbnail sketches	
4	Drawing	Grid method composition	Drawing fundamentals	Set induction: "Who has ever heard of the grid method?" Have you used it? Well it's going to be a helpful tool you can use when drawing out your bug" Introduce Grid method Demo Grid method Practice grid method Closer:	How could having inaccurate proportions affect your image and how it might be perceived?
5	Drawing	Texture	Drawing fundamentals	Set induction: Make bug Texture patches Work on thumbnail of final Closer: Exit ticket- post on google classroom	How can different textures affect the way you approach your drawing?
6	Drawing	Final sketch Charcoal sticks and pencils Eraser pencils proportions Blending cross hatching stippling highlights Textures	Project study	Set induction: "Show me your final sketch to receive your final project paper" Opening-Get final approval of thumbnail Begin project Closer: Exit question	How does creating a sketch help you prepare to draw your final image?
7	Drawing	Blending cross hatching stippling highlights textures	Drawing fundamentals	Set induction: Opener- Daily doodle or go straight to work Studio day Closer: Exit ticket question	How do the materials you use affect how you approach drawing your texture and your values? How does the use of value (light and dark) contribute to the drawing's mood? How is negative space utilized? Does it enhance or distract from the focal points of the drawing? Are there areas that draw attention through detail, and others that are more simplified? How does this affect the way the bug is perceived?
8-13	Reflection	Critique reflection	Project Critique	Set induction: "We are going to practice being me today. We are going to be giving each other feedback and practicing artistic thinking.	How could reflecting on others' work help you in your own progress in finishing your drawing?

				<p>In process- pair critiques</p> <p>Closer: Post on google classroom</p>	
14-16	Drawing	Blending cross hatching stippling highlights textures	Drawing fundamentals	<p>Set induction: Opener- Daily doodle or go straight to work Studio day Closer: Exit ticket question</p>	How does constructive feedback help you progress your art work and help you grow as an artist?
17-18	Presentation		Presenting	<p>Set Induction: Opener: Daily doodle Work on putting final drawing into presentation format Closer: Exit ticket question</p>	How does reflecting on your artistic process and your artistic decisions contribute to what was learned from the project?