**UbD Template 2.0**

**Visual Art 6 Ecosystem Landscape Drawing**

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| **Stage 1 – Desired Results** |  |  |
| Established Goals (e.g., standards) | **Transfer** |  |
|  | *Students will independently use their learning to…*create a pencil drawing of a specific ecosystem landscape using sketching and observation techniques  |  |
|  | **Meaning** |  |
| TEKS Knowledge and Skills 1) Perception. The student develops and organizes ideas from the environment. The student is expected to:(A) illustrate themes from direct observation(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:(A) express a variety of ideas based on personal experience and direct observations; | Understandings*Students will understand….*that there is a correlation between the observation of an object and capturing the likeness of the object in a drawingHow to draw using a contour method in which specific detail is observed and captured simultaneously The difference between a blind and modified contour drawing How to draw the basic structure of a subject and how to add specific detail as they move toward the completion of the drawing That art can be used to enhance the knowledge of another subject.  | Essential QuestionsMAIN EQS- How do artists observe the world around them? How do artists use observation to improve their drawing skills? How can art help you in understanding a different subject?  |
|  | **Acquisition** |  |
| (4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:(A) conduct in-progress analyses and critiques of personal artworks; and(B) analyze original artworks of peers to form conclusions about formal properties and historical and cultural contexts. | Knowledge*Students will know…*how to draw a subject using contour methods (blind and modified contour)How to draw using a still life How to draw a subject using a printed source imageHow to draw a subject starting with general shapes and moving toward specific details How to manipulate lines as they draw in order to create a more naturalistic representation of the subject Who Vincent VanGogh is and why he is an important figure in art history\*students will study VanGogh because of his observation and still life drawings. VanGogh also created many landscape drawings that accurately capture the ecosystem of his environment\* how to identify different ecosystems The plants and animals that dwell in a specific ecosystem | Skills*Students will be able to…*SWBAT use one continuous line to draw a subject with detail SWBAT create blind contour drawings and modified contour drawingsSWBAT identify the difference between modified and blind contour drawings SWBAT utilize observation and hand-eye coordination skills simultaneously during the drawing process SWBAT develop an accurate, naturalistic representation of an object/subject SWBAT draw from a still life SWBAT sketch with line lines in order to easily manipulate and change works in progress SWBAT draw the basic structure of an object and add detail and they move toward completing a drawing SWBAT utilize a printed source image as a guide for drawing a subject that they cannot observe in the classroom (exotic animals, settings, buildings, etc.) SWBAT identify works of art created by VanGogh SWBAT understand the impact and importance of VanGogh’s work  |
| **Stage 2 – Evidence** |  |  |
| **CODE**(M or T) | **Evaluative** **Criteria** (for rubric) |  |
|  | Contour Hand DrawingsStill life DrawingsEcosystem Drawing | Performance Task(s)*Students will demonstrate meaning-making and transfer by…*--------------------------------------------------------------------------------------------------Creating an ecosystem drawing utilizing observation and sketching techniques drawing quiz (terms, concepts, and VanGogh Other Evidence (e.g., formative)Blind contour drawings (three total)Modified contour drawings (four total- including one of the still life drawings drawn using the contour method)still life (drawn using sketching techniques)source image Ecosystem animal drawing (drawing using sketching techniques)drawing quiz (terms, concepts, and VanGogh  |
| **Stage 3 – Learning Plan** |  |  |
| **CODE**(A, M, T) | Pre-Assessment*How will you check students’ prior knowledge, skill levels, and potential misconceptions?*Contour Line -Hand Drawing- (3 minutes)Students will draw their hand to the best of their ability; I will be able to see how the students observe an object that they are drawing (if they observe it atl all) and where they are starting out. This is also great for the students to be able to visually measure their own success. Sketching-practice drawing- students will practice drawing the still life without using one continuous line. This will be a good measure of how each student sketches, and it is a good look into how students draw the relationship between objects (scale, overlap, proportion) before they are taught the methods. The students will use this drawing as a way to measure Ecosystem pre-assessment: Entrance Slip Students will write down what they know about an ecosytem |  |
|   AMAMMAAMA M AAAT T  | **Learning Activities****Day 1:** **\*drawings are timed, classes are an hour and a half. For more specifics on contour please refer to lesson plans\*** **Pre-assessment-** hand drawing. Students will draw their hand to the best of their ability. No “hand tracing” allowed**Lesson/Demonstration: Blind Contour-** The students will have a lesson about blind contour drawings. I will provide a demonstration on how to create blind contour drawings (using my thumb as the first example object and my hand as the second example object)**Blind contour-** The students will complete two blind contour thumb drawings, and one blind contour hand drawing **Lesson/Demonstration: Modified Contour -** The students will have a lesson about modified contour drawings. I will provide a demonstration on how to create modified contour drawings (using my thumb as the first example object and my hand as the second example object). At this time we will also explore what makes this technique different from blind contour and why that is important**Modified Contour-** The students will complete two modified contour thumb drawings, and one modified contour hand drawing **compare and contrast-** The students will complete a written compare and contrast. They will compare their pre-assessment- hand drawing to their modified contour hand drawing, and they will compare their blind and modified contour hand drawings. **Day 2:** **learning from the masters**: **Van Gogh**- The student will view a slide show of VanGogh’s work (focusing on still life and landscape), and will have an overview of his style. The students will complete reading stations about VanGogh and will answer questions at each station. **Day 3-5:** **pre-assessment-** The students will complete a short sketch of a still life set up in the room. They will be instructed to not use one continuous line (contour) and instead to try their best to sketch the objects. **Lesson/Demonstration- Sketching:** The students will have a lesson of how to sketch. During this lesson they will learn how to to draw using general shapes and adding on specific detail. They will learn how to draw using light lines, and will also learn how to manipulate the line to create the appropriate shapes (this is done using a series of light, short strokes in order to have more control of the drawing medium). **Demonstration:** using sketching techniques to draw a small still life of objects that have detail. **Lesson/Demonstration-Still life:** there will be a still life set up in room. Students will first have a demonstration on how to draw objects in a still life from your unique perspective. The focus is on details, overlapping, and size relationships between objects.**mini still life:** students will practice drawing a miniature still life at their table. This still life has three objects so it will be easier for students to draw correct overlap and proportion. **Still life-** drawn using sketching techniques. This is from the student’s perspective **Day 6****Drawing Quiz:** students will have a quiz over drawing terminology, concepts, and VanGogh **Lesson: Ecosystems:** Students will learn about ecosystems and landscape drawings. Knowledge of the climate, vegetation, and animal population helps an artist when drawing landscape scenes. We will look at different types of ecosystems via powerpoint and take notes on the general idea of ecosystems. Students will then go to different learning stations that describe the different ecosystems in detail. They will answer questions about the ecosystem and and students will choose one that they want to research.\*Powerpoint included in upload **Day 7****Library Day-** Students will be researching ecosystems and gathering source images on this day. **Day 8-11****Lesson/demonstration**: using a source image to draw a subject; combining source images to draw a subject in a unique way. **Preliminary Sketches for Ecosystem Drawing**- students will complete two preliminary sketches before beginning their Ecosystem drawing. **source image Ecosystem animal drawing-** The students will be using source images and sketching techniques to create a drawing of an animal in their respective ecosystem. The students are required to gather source images of an animal that dwells in that ecosystem and of the ecosystem itself. Example: if I was drawing a grassland ecosystem (specifically prairie) I would gather images of rabbits and I would also gather a couple of different images of the plains. The students will be combining these source images into one drawing. **Ecosystem drawings writing assignment**: students will do a written critique of a peers’ piece. They will try and guess which ecosystem the student is drawing and will use their notes to provide reasons why. They will also write a short passage on whether or not they think the piece is successful (with reason). This writing is confidential. **Day 12:** **BUFFER DAY**

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 | Progress Monitoring (e.g., formative data) observation of prior knowledge observations during drawing processObservation during the drawing processfist of five- improvement Exit slip: What I learned today. Did I see improvement in my work? Venn Diagram graphic organizers assessment of participation Fist of five-comfort level Exit slip: what I learned today and questions for teacher assess participation observation of drawing technique Pre-assessment entrance slip: students will write down what they know about ecosystems. Foldables Learning stations participation assessing participation critiquing images: does this accurately represent my ecosystem \*presented mid-class to help get students on track\*fist of 5- checking understanding assessment of sketchesExit slip: short sentence on what you learned from the drawing unit short critiquing your work: one thing you like and one thing you want to improve  |

\*The lesson plans attached below are the Contour Lesson Plan, the Sketching Lesson Plan, and the Ecosystems Lesson Plan

\*the Ecosystem Assignment sheet and all rubrics used are also attached

**6th Grade Drawing Unit Lesson 1**

**Lesson Plan: Contour (Blind and Modified Contour)**

Time span: 1 class period (90 minute block)

**Pre-Assessment: hand drawing-**

Students will draw their hand to the best of their ability. No “hand tracing” allowed; this exercise is to understand what drawing skill each student possesses before they begin the unit. This drawing can also be used to measure the student’s growth by the end of the lesson and semester.

**Lesson/Demonstration: Blind Contour-** The students will have a lesson about blind contour drawings. during this lesson they will learn why artists use blind contour drawings to improve their practice, they view examples, and they will create a foldable for drawing definitions.

**Demonstration: Blind Contour-** I will provide a demonstration on how to create blind contour drawings. Blind contour is a drawing using one continuous line; the artist has their eyes on the subject the entire time and cannot look at their paper. This is a classic drawing exercise for learning how to observe and capture detail. The first demonstration will be using my thumb as the object I am drawing. I will walk students through the drawing process as I am drawing. I always explaining how you pick a starting point and move your eyes as slowly as possible around the thumb; as your eye moves across the detail your hand is drawing the detail, it is a simultaneous motion. The second demonstration will be a drawing of my hand.

**Blind contour-** The students will complete two blind contour thumb drawings and one blind contour hand drawing. These drawing will be timed; students will have two minutes to complete each thumb drawing. The students will have cloth covering their drawing hand and their paper, they must work the entire time focusing on capturing every detail they come across. Verbally remind students to relax and observe and draw slowly. The students will then move on to one blind contour hand drawing; this drawing is timed for five minutes and has the same guidelines.

**Lesson/Demonstration: Modified Contour -** The students will have a lesson about modified contour drawings. Modified contour is a drawing using one continuous line; the artist has their eyes on the subject the majority of the time. Modified contour helps the students learn to draw detail while being able to check proportion. The first demonstration will be using my thumb as the object I am drawing. I will walk students through the drawing process as I am drawing. The second demonstration will be a drawing of my hand. The same observation principles apply.

**Modified Contour-** The students will complete two modified contour thumb drawings. These drawing will be timed; students will have three minutes to complete each thumb drawing. The students will NOT have cloth covering their drawing hand, but they must look t the subject the majority of the time. The students must work the entire time focusing on capturing every detail they come across. Verbally remind students to relax and observe and draw slowly. The students will then move on to one modified contour hand drawing; this drawing is timed for six minutes and has the same guidelines.

**compare and contrast-** The students will complete a written compare and contrast. They will first compare their pre-assessment- hand drawing to their modified contour hand drawing. The second compare and contrast will be between their blind and modified contour hand drawings. I will be using a Venn diagram for both writing assignments.

**6th grade Drawing Unit**

**Lesson Plan: Sketching (still life)**

**Day 1-2 (second day is buffer day)**

**pre-assessment-** The students will complete a short sketch of a still life set up in the room. The still life is composed of objects of various sizes, shapes, and textures. The students will be instructed to NOT use one continuous line (contour) and instead to try their best to sketch the objects. The purpose of this sketch is to observe how students draw the relationship between objects and the overlap to create a sense of three dimensional space.

**Lesson/Demonstration- Sketching:** The students will have a lesson on how to sketch. During this lesson they will learn how to to draw using general shapes and adding on specific detail as they near the completion of the drawing. The students will follow along in their sketchbooks as I demonstrate and narrate this technique. The students will learn how to draw using light lines, and will also learn how to manipulate the line to create the appropriate shapes (this is done using a series of light, short strokes in order to have more control of the drawing medium).

**Demonstration-Still life:** there will be a still life of various objects set up in room. Students will have a demonstration on how to draw objects in a still life from your unique perspective. The focus is on details, overlapping, and size relationships between objects.

**mini still life:** students will practice drawing a miniature still life at their table. This still life has three objects so it will be easier for students to draw correct overlap and proportion.

**Still life-** Students will draw a large Still life using sketching techniques. This is from the student’s unique perspective and they must be aware of the relationship between objects and creating three dimensional space by use of overlapping.

**6th grade Drawing Unit**

**Lesson Plan: Drawing a Landscape (ecosystems drawing)**

**Day 1-2**

**Lesson: Landscapes and Ecosystems:**

**Landscapes:** Students will learn about landscape drawings and how the artist is observing nature in order to accurately draw the scene. Knowledge of the climate, vegetation, and animal population helps an artist when drawing landscape scenes.I will show the students different landscape pieces by VanGogh and various landscape artists. Students will be prompted with questions about the landscapes. From here I will segway into ecosystems and how each landscape that is drawn is actually it’s own community of specific plants and animals.

**Ecosystems:** The students will have a powerpoint on ecosystems that explains what an ecosystem is and briefly describes the different ecosystems.

Learning stations: There will be learning stations set up around the room. Each learning station has information and images about each ecosystem as well as questions for students to answer. The students will complete each station.

At the end of the class period students will choose one that they want to research.

**Day 3**

**Library Day-** Students will be researching ecosystems and gathering source images on this day.

**Day 4-7**

**Lesson/demonstration**: The students will learn how to use a printed source image to draw a subject that they cannot view in real life. I will demonstrate using observation and sketching techniques that they learned in previous lessons. The Students will also learn how to combine different source images to draw a subject in a unique way.

**Preliminary Sketches for Ecosystem Drawing**- students will complete two preliminary sketches before beginning their Ecosystem drawing. These drawings must plan out how they are placing the objects on the page and should be used as a tool to practice drawing their subjects before moving on to the final drawing.

**source image Ecosystem animal drawing-** The students will be using source images and sketching techniques to create a drawing of an animal in their respective ecosystem. The students are required to gather source images of an animal that dwells in that ecosystem and of the ecosystem itself. Example: if I was drawing a grassland ecosystem (specifically prairie) I would gather images of rabbits and I would also gather a couple of different images of the plains. The students will be combining these source images into one drawing.

**Assignment Sheet: Ecosystem Drawing**

**You will be completing a drawing of your favorite ecosystem.**

**In this drawing you must have the following:**

**The correct landscape of your ecosystem**: This is the background of the piece. Is your landscape flat, mountainous, does it have hills or snow? Are there rivers or waterfalls?

**The correct Flora of your ecosystem:** These are the plants that are native to the environment.

**At least one animal that lives in your ecosystem**: You can choose to draw more animals but they must be accurate to the area.

**Drawing specifics:**

You must use sketching techniques and light, precise marks when drawing

You must have at least one source image for each object in your drawing (including the background). Your piece will look more professional if you have printed objects to observe. Carefully observe your printed source images to draw the details correctly.

Rubric

Visual Arts 6 Ecosystem Drawing

The student draws the background scenery found in the ecosystem they chose:

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The student draws the flora found in the ecosystem they chose:

\_\_\_\_\_/15

The student draws the fauna found in the ecosystem they chose:

\_\_\_\_\_/15

The student draws their piece using sketching techniques:

\_\_\_\_\_/15

The student uses printed source images and observes and draws the details accurately: There are source images for each object in the piece.

\_\_\_\_\_/30

The student puts in the maximum amount of effort into the piece. They draw carefully, use class time and materials effectively, and there are very few stray pencil marks or erase marks.

\_\_\_\_\_/10

Total Score:

\_\_\_\_\_\_/100