**Backward Design Template**

**Name of Unit/Lesson:** Figure Drawing

**Grade Level:** 9th

**Subject Area:** Fine Arts (Visual Arts)

**Stage 1 – Desired Results (Content Standards)**

**25.A.1d Visual Arts:** Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.

**25.B.2:** Understand how elements and principles combine within an art form to express ideas.

**26.A.3e:** Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.

**26.B.2d:** Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

**26.B.3d:** Demonstrate knowledge and skills to create 2- and 3- dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.

**26.B.4d:** Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.

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|  **27.B.4a:** Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture. |

**Understanding(s): *Students will understand that…***

* Line is an element of art
* Line has expressive qualities
* Different media produce different expressive qualities
* Correct proportions or the use of distortion affect the content of the artwork

**Essential Question(s):**

* How do you combine different media, drawing techniques and line types to create a figure drawing?
* How does proportion affect the artwork?

**Stage 2 – Acceptable Evidence**

**Performance Task(s):**

* Practice standard human figure proportions
* Observe and discuss famous figure drawing artworks
* Use gesture and contour line to create figure drawings
* Observational figure drawing

**Other Evidence and Formative Assessment works:**

* Work samples of:
	+ Standard proportions
	+ Gesture drawings
	+ Contour drawings
* Performance assessment of drawing
* Unit test

**Stage 3 – Learning Plan**

**Learning Activities:**

* Students will learn the correct proportions of the human figure and practice drawing.
* Students will then observe and discuss famous artworks that use the human figure and the use of distortion or proportion and how it has changed throughout art history.
* Students will learn and practice gesture and contour drawing.
* Students will create multiple figure drawings through the use of a variety of media and the study of gesture and contour line.

Suggested artworks and resources:

* *Country Dance* – Thomas Hart Benton
* ArtTalk textbook
* *Children at Play* – Jacob Lawrence

**Lesson Contributors:**

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