**“Hand” Drawing Unit Plan Art Foundations**

ART.VA.I.HS.1, ART.VA.I.HS.2, ART.VA.I.HS.3, ART.VA.I.HS.4, ART.VA.I.HS.5, ART.VA.II.HS.1, ART.VA.II.HS.2, ART.VA.II.HS.3, ART.VA.II.HS.4, ART.VA.II.HS.5, ART.VA.II.HS.7, ART.VA.II.HS.8, ART.VA.III.HS.1, ART.VA.III.HS.2, ART.VA.III.HS.3, ART.VA.III.HS.4, ART.VA.III.HS.5

**Materials:**

student sketchbooks, drawing pencils 2H to 6B, images of fabric, 11x14 or 16x20 drawing paper, Q-tips, erasers

**Learning Objectives:**

Students will learn various pencil techniques and how to achieve a range of values using each.

Students will learn how to create form using value

Students will be able to replicate drawings of fabric using an understanding of pencil technique, value and form

Students will be able to draw from life a realistic rendering of various portions of their hands

Students will be able to draw a well-proportioned, tonally accurate hand

Students will be able to use the creative process to develop a unique composition using an understanding of drawing

Students will be able to work independently and collaboratively to reflect and refine their drawings to produce a final exhibit ready drawing.

Students will be able to use their understanding of the elements of art, principles of design and drawing techniques to write a formal critique of another’s artwork including: being able to describe the work using art academic vocabulary, analyzing the formal aspects of the work, creating an interpretation of the work and having a specific judgement of the piece explaining what works and what does not work and why.

**Justification:**

Students enter art class with various drawing abilities. Prior to asking them to solve creative problems using an artistic medium it is imperative they are directly taught how to succeed using that medium. This drawing unit allows a gradual buildup of both skill and confidence that helps each child find success in creating a final drawing composition that highlights growth, technique acquisition, creativity and individual unique problem solving.

**Activities:**

1: Students watch a demo on how to use drawing pencils to create value scales using 3 pencil techniques: scumbling (both a segmented value scale and a gradated one) hatch and cross hatch.

* Students must create a perfect value scale for each technique, many will have to practice these techniques to achieve a good value scale.

2: Students watch a demo on how to use the 2H pencil and searching lines to create a perfect circle. Explain that when drawing light, easily erasable lines are used to find the correct shape. Then demo how to use the softer drawing pencils using proper pencil technique to gradually build up value to create a sense of form (turning a circle into a sphere)

* Students draw a perfect circle and use value to turn it into a sphere

3: Students watch a demo on how to draw fabric, using searching lines to develop, contours, value shapes and creases. From a large selection of fabric photographs they select various at their comfort level. They draw using an understanding of pencil technique and gradual value development to create form.

 - 2 complete and refined fabric drawing will be assessed.

3: student watch a demo on how to zoom into their own hand in different finger, hand formations. They observe how to pull out lines, folds, value and form to replicate a microcosm version of a portion of their hand.

* students create 6 thumbnail drawings of their own microcosm “fabric” hands using a full understanding of realistic rendering.

4: Students are taught the anatomy of the human hand. Classes discussed why joints, flesh and proportion translate into their finger microcosms and analyze and reflect on their own life drawings.

* student write a reflection on their successes and struggles in their thumbnails
* students then take new understanding of anatomy and proportion to either draw a finger, combination of fingers or a hand

5: Students work whole group to generate a list of verbs associated with hands: punch, pinch, grab, etc. A list of as many verbs that can be generated in 10 minutes is written on butcher paper throughout the discussion.

* Students then work in pair to create 10 phases using each of the verbs generated in the whole group discussion: “to have and to hold” “tug at my heart strings” etc.
* A whole class list is generated from the partner brainstorm
* Students then pick 3 of the phrases and create thumbnail brainstorms on how they might represent the phrase in a drawing
* Students are instructed to choose the phrase they are most connected to and create a full rough draft in their sketchbooks of a visual representation of the phrase using their full understanding of drawing.
* Rough drafts are critiqued by 3 others in the class using the TAG method: students are given 3 post its. They walk around the room and critique 3 rough drafts by stating T-tell one thing you like about the work, A- ask a question about the work and G- give a suggestion about the work. Each piece is only allowed 3 post its so if a draft already has 3 the student must find another to critique.
* After the peer crit has completed students go back to their own artwork and read the TAGs. They then refine their draft if they wish.
* Students are given a final sheet of drawing paper to create a final draft of their “hand” compositions.

6: When students are completed with their drawings they write a formal art critique on another student’s piece.

 - students are taught to write a formal art critique using the 4: component method to critique artwork: describe, analyze, interpret and judgment. Each student is to take demonstrate their art academic vocabulary and drawing knowledge to conduct a thorough analysis of their peer’s artwork.

**Assessment:**

Students will create a value scale that shows an understanding of pencil technique and value development

Students will draw 2 pieces of fabric that shows an understanding on how to use drawing pencils, pencil technique and value to create form

Students will draw 6 thumbnail drawings of a zoomed in portion of their hand to show a complete understanding of form can be developed to create accurate depiction of flesh as well as how to draw proportions correctly from life.

Students will complete 1 drawing of a hand that shows an understanding of drawing pencils, pencil technique, value, form and proportions based on human anatomy

Students will collaborate to brainstorm ideas on how to take an understanding of drawing to solve creative problems

Students will create 3 rough draft sketches on how they will communicate a phrase/sentence through drawing

Students will create an exhibit ready composition using a full understanding of drawing that translates the “hand” phrase of their choice

Students will write a formal art critique showing an understanding of description, analyzation, interpretation and judgement

**Essential Question Focus:**

How does learning artistic techniques help me make the art I want to make?

How do artists communicate through artwork?

**WICOR focus**

Writing, inquiry, collaboration, reading