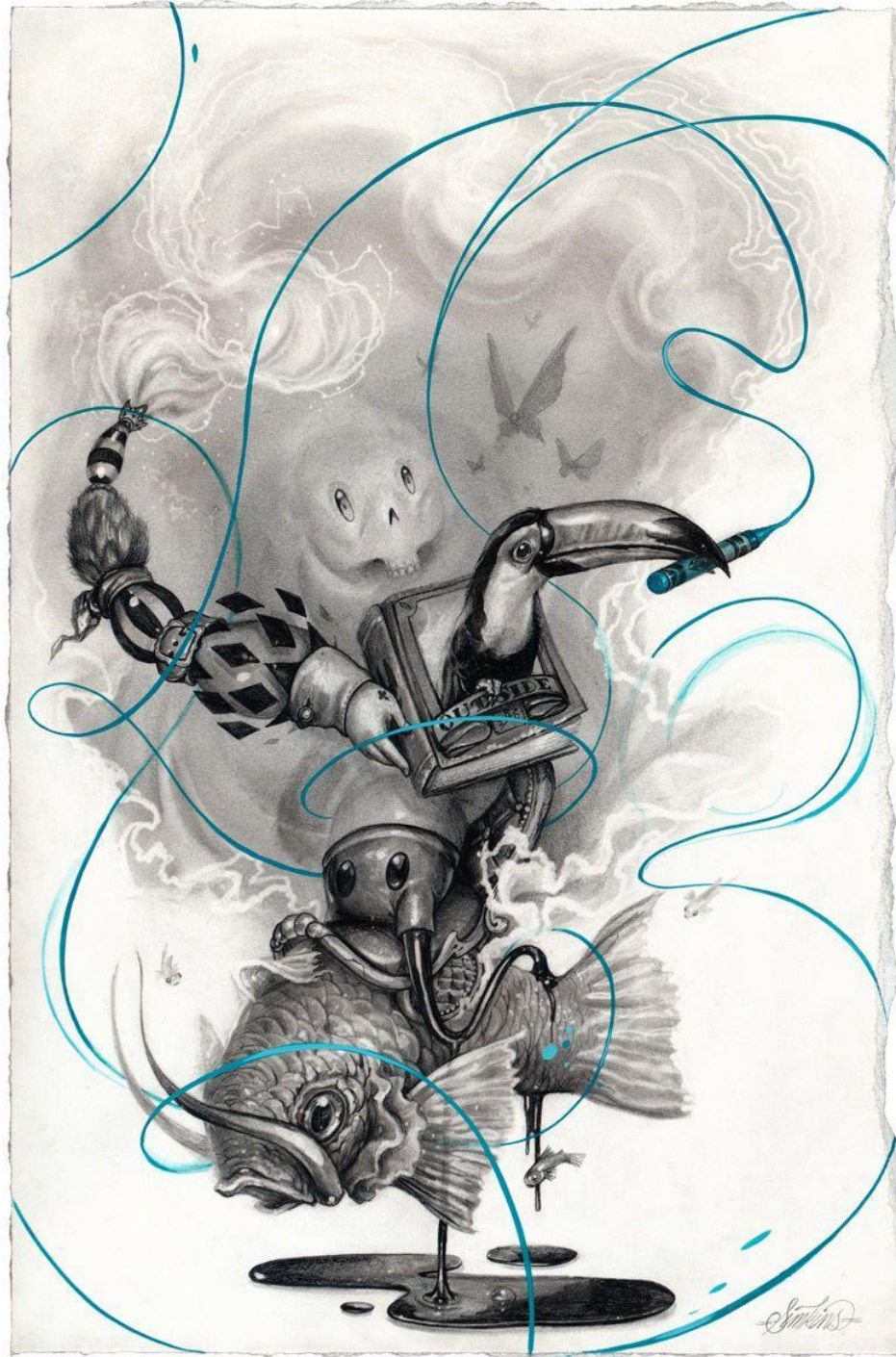


DRAWING to DESIGN



Greg Craola Simkins

Adapted by Rose Mahon January 2020.

Unit Title: Drawing to Design

Year 10 Visual Arts
Curriculum Level: 5
Fields: Drawing
Duration: 8 weeks

OVERVIEW OF UNIT/BRIEF: The aim is to explore using a variety of media and techniques to create observational and design based drawings.

Curriculum Integration: Mathematics (Geometry – measurement, proportion, angle etc.)

UC Understanding the Visual Arts in context:

Students will investigate and consider the relationship between artist models' drawings and their context and influences.

PK Developing practical knowledge in the Visual Arts:

Students will apply knowledge of observational drawing techniques to make a series of their own drawings using the associated conventions, techniques, tools, materials, processes and procedures.

DI Developing ideas in the Visual Arts:

Students will generate, develop and refine ideas for their own observational drawing styles in response to viewing and researching artist model influences.

CI Communicating ideas in the Visual Arts:

Students will compare and contrast their ideas and techniques for their observational drawings with their chosen artist model influence/s.

Key Competencies: Thinking / Using Language, symbols and text / Managing self / Relating to others / Participating and contributing

Resources: Dry and wet drawing media, Artist models' texts and saved images, photocopies, subject matter texts, internet imagery, still-life objects, landscape images...

Key Vocabulary: measurement, proportion, angle, intersection, tonal values, mass, positive and negative space, symmetry, asymmetry, ...

Visual Art Skills: analysis, composition, mark making, drawing 3D, layering media...

Artist Models: see Student shared / Seniors / All Seniors / Visual Arts / Drawing

Homework:

Bring your own still-life objects from home to draw.

Practice observational drawing at home, or finish work started in class.

OPTIONAL - Do extra research on one of your artist model influences

a) their observational drawing techniques and drawing media used

b) their ideas for image/s

c) information about the time in history that they live/d in.

Hand this in for assessment if you are aiming to gain Merit or Excellence for Understanding the Visual Arts in Context i.e. investigate and consider the relationship between artist models' drawings and their context and influences.

Learning and Teaching Sequence

NOTE:

- During this drawing unit you will progress from **observational drawing still-life objects** to designing your own **composition using real objects** and quality images/photos sourced by yourself or found online for **an iphone case design**. (Artist model: Greg Carola Simpkins). (Pop-Surrealist)
- There will be approximately 8 weeks (16 blocks) to complete this unit.

Develop observational drawing skills using graphite/pencil. X 1 A3

Complete the following to refresh your drawing skills on tone and form.

a) Tonal bar/Texture bar.

b) Geometric shapes (cube, cylinder, sphere, pyramid, cone, rectangular)

Develop pencils skills using artist models as examples of techniques.

a) Copy one part of the artist's model drawing.

b) Produce x A4/A5 detailed drawing of an object/toy showing influence of artist techniques.

Comment on their techniques.

Use a full range of tonal values (include contrast) to help make objects appear three dimensional.

Explore media, contrast and form, by develop observational drawing skills and techniques using charcoal pencil and sticks

a) Copy one part of the artist's model drawing.

b) Produce x A4/A5 detailed drawing of an object/toy showing influence of artist techniques.

Use a full range of tonal values (include contrast) to help make objects appear three dimensional.

Explore wet media techniques using ink and dye and produce an image based on the artist model study of Jim Dine.

a) Experiment with Indian ink and dye to produce x A3 of different techniques. (Min. of 15)

Eg: wet on wet (water down first then ink), flick, dry brush scumbling, vary brush stroke.

b) Complete an accurate (and light) drawing of a tool/utensil. Then use Jim Dine style techniques to render the object using Indian Ink and dye.

Include a sense of form and contrast.

Examine and research the artworks of Greg Carola Simpkins.

Use this knowledge to brainstorm and develop your own ideas.

a) Briefly write a who, what, where, why and how analysis about two of his artworks.

What are the consistent themes in his artworks?

b) Brainstorm and sketch out possible ideas to create your own artwork influenced by Greg Carola Simpkins.

Print a range of images, original objects, photos and internet images to use in your own design for an iphone cover/skin.

a) Produce at least three different thumbnail compositional ideas that combine at least three different elements in the style of Greg Carola Simpkins.

Consider the focal point, story and context.

How does the image and characters flow together and work as one image?

Have you demonstrated form and perspective in your work?

How would your image appeal to a younger audience?

Produce a 'polished' final work A3/A4 that uses a range of compositional elements that juxtapose together, to create a new meaning or visual narrative that has impact.

Scan the image and reduce to fit a iphone skin.

YEAR 10 ASSESSMENT SCHEDULE TITLE:		Drawing		NAME	DATE
Method of Assessment		<input type="checkbox"/> Self-Assessed			<input type="checkbox"/> Teacher Assessed
EVIDENCE	Curriculum level 3/4 or lower	Curriculum level 4	Curriculum level 4/5	Curriculum level 5	Curriculum level 5/6
The student shows evidence of being able to:	<i>Beginning to develop the skill, knowledge and understanding required at level.</i>	<i>Developing the skills, knowledge and understanding required.</i>	<i>Shows the skills, knowledge and understanding required.</i>	<i>Shows a very good level of achievement in the skills, knowledge and understanding required.</i>	<i>Shows an excellent level of achievement in the skills, knowledge and understanding required.</i>
UC. Students will investigate and consider the relationship between artist models' drawings and their context and influences. As shown by their participation in discussions and optional homework of written research of an artist model.	The student is beginning to develop the skills to be able to: <i>-Make some links between the production of the artwork/s and their social context and influences</i>	The student is developing the skills to be able to: <i>-Make links between the production of the artwork/s and their social context and influences</i>	The student is able to: <i>-Make links between the production of artwork/s and their social context and influences</i>	The student is able to: <i>-Make relevant links between the production of artwork/s and their social context and influences</i>	The student is able to: <i>Demonstrate in-depth understanding of the relevant links between the production of artwork/s and their social context and influences</i>
PK Students will apply knowledge of observational drawing techniques to make a series of their own drawings using the associated conventions, techniques, tools, materials, processes and procedures. As shown by their observational drawings influenced by artist models.	The student is beginning to develop the skills to be able to: <i>-Apply some knowledge of elements and principles -Use some conventions, processes and procedures -Use some techniques, tools and materials</i>	The student is developing the skills to be able to: <i>-Apply knowledge of elements and principles -Use conventions, processes and procedures -Use techniques, tools and materials with some control</i>	The student is able to: <i>-Apply knowledge of elements and principles -Use conventions, processes and procedures -Use techniques, tools and materials</i>	The student is able to: <i>-Apply and arrange knowledge of elements and principles -Understand and use conventions, processes and procedures -Use techniques, tools and materials with control</i>	The student is able to: <i>-Apply and arrange elements and principles with understanding- Demonstrate an in-depth understanding of conventions, processes and procedures – Fluently use techniques, tools and materials to produce original artwork of a high standard</i>
DI Students will generate, develop and refine ideas for their own observational drawing styles, in response to viewing and researching artist model influences. As shown by their observational drawings and written comments.	The student is beginning to develop the skills to be able to: <i>-Generate some ideas --Develop some ideas relating to subject matter and artist model/s studied</i>	The student is developing the skills to be able to: <i>-Generate ideas --Develop ideas relating to subject matter and artist model/s studied</i>	The student is able to: <i>-Generate ideas -Develop ideas relating to subject matter and artist model/s studied</i>	The student is able to: <i>-Generate, develop and refine ideas -Show that conventions of artist model/s are understood and integrated into their own art work</i>	The student is able to: <i>-Purposefully generate, develop and refine visual ideas -Show that conventions of selected artists are integrated into their own art work to produce original outcomes</i>

<p>CI Students will compare and contrast their ideas and techniques for their observational drawings with their chosen artist model influence/s. As shown by their written comments.</p>	<p>The student is beginning to develop the skills to be able to: <i>-Describe and evaluate how some ideas and processes are used to communicate meaning in their own and others art works</i></p>	<p>The student is developing the skills to be able to: <i>-Describe and evaluate how different ideas and processes are used to communicate meaning in their own and others art works</i></p>	<p>The student is able to: <i>-Describe and evaluate how different artist model/s ideas and processes are used to communicate meaning in their own and others art works</i></p>	<p>The student is able to: <i>-Accurately describe and evaluate how artist model/s ideas and processes communicate meaning in their own and others art works</i></p>	<p>The student is able to: <i>-Thoroughly describe and make an in-depth evaluation of how ideas and processes communicate meaning in their own and others art works</i></p>
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COMMENT: