1. **Unit Goals:**
   For this unit, I want to explore the basics of drawing by introducing them to concepts such as value, proportion, simplification with shapes, and positive and negative space. Knowing and using these concepts will help them become better at drawing (visual representationally). I am going to integrate graphics and text into my lessons to help my students understand these concepts and put them into practice. I will have my class complete three projects using this method: a grid drawing, a negative drawing, and a still life drawing.

2. **Specific ways to relate goal(s) to curriculum (team/department, system and state frameworks)**
   This unit fits into five Ohio Arts & Communications (ODE) standards:
   - **Competency 6.1:** Analyze the elements and principles of visual art forms.
     - 6.1.2: Identify art elements, including line, color, shape and texture in various media.
   - **Competency 6.3:** Critique various elements of design.
     - 6.3.3: Create simple and complex compositions emphasizing mastery.
   - **Competency 6.5:** Assess art elements and principles of two-dimensional forms.
     - 6.5.1: Apply elements of art, including line, color, shape and texture.
     - 6.5.4: Create work by applying color using pencils, markers, airbrush, dry media, water-based media, oil-based media or software.
     - 6.5.5: Create work that demonstrates shape, volume, depth and dimension.

3. **Characteristics of the students for whom this unit is intended:**
   This lesson is for students enrolled in an Introduction to Art class. Typically, they are high school sophomores who haven't had an art class since 6th grade (99% of the enrolled students in this class are sophomores) and need a Fine Art credit to graduate.

4. **Student’s Present Level of Performance and Knowledge:**
   The students will not be required to know any knowledge on drawing since it’s an introduction unit. There are no prerequisite course requirements since it’s considered a foundations class. The only prerequisite technological skills they need are to be able to navigate the internet and save and print photos from Photoshop.
5. **Classroom Layout and grouping of students:**
   Students will be working individually on their projects at tables with 5 other students. There will be a total of 4 tables (6 students at each table) in the class. There will be plenty of room available at the tables for each student to work on their projects.

6. **Introductory procedures:**
   The first day will begin with a PowerPoint and discussion on what drawing is and the major concepts involved (proportion, value, shapes, and space). The PowerPoint will illustrate the major tenets of drawing, materials used, and famous works; it will also showcase before and after photos of former students’ drawings (to document the progress that was made).

7. **Materials and Media:**
   The following resources will be available in my classroom: PowerPoint (on Grid Drawing, Negative Drawing, and Still Life Drawing), 6 desktop computers and 25 laptop computers (all PCs and loaded with Adobe Photoshop CS5), 18x24 white and black drawing paper (500 count), drawing pencils (ranging from 3H to 6B; 25 count for each pencil grade), 100 blending stumps, 100 knead-less erasers, 25 18” rulers, and 30 hand held pencil sharpeners.

8. **Visuals:**
   1) Image of a value scale: to illustrate the dynamics of shading with a pencil
   2) Images of proportion (in figure drawing): to illustrate how important and vital it is to represent proper proportions
   3) Images of Shape & Simplification: to illustrate how to use shapes when drawing to break down complex objects into simpler forms.
   4) Images of Positive Space: to illustrate what positive space is and how important it is in a composition.
   5) Images of Negative Space: to illustrate what negative space is and how important it is in a composition.
   6) Images of Grid Drawing steps: to illustrate the concept behind drawing with scale and drawing with a grid.
   7) Images of Negative Drawing: to illustrate the concept of drawing with light; white colored pencil on black paper.
   8) Images of Still Life drawing tips: to illustrate how to draw from observation and hone those skills when drawing.

9. **Assessment and evaluation of learner understanding:**
   Students will be graded using a teacher created rubric based on the specific objectives for each lesson (grid drawing, negative drawing, and still life). The rubrics are always posted and discussed on the first day of the lesson so the students know what they need to do in order to achieve a good grade. At the end of each project, the students will get two rubrics for each lesson; one from the
teacher and one where they grade themselves. This allows them to reflect on how they think they
did on each required objective for the project.

10. **Relate assessment instruments to the outcomes stated in the goals:**
    All three projects will show that students understand the concepts of drawing by creating their own unique drawings that illustrate and showcase each concept.