Course Description: Drawing and Painting can be taken as a one semester or a yearlong course. This class can be taken after Studio Art or Art 1-4. Here students will have an in-depth investigation of drawing and painting techniques and media. While investigating art history, students will experiment with many media such as: pencil, charcoal, pastel, colored pencils, cut cardboard, acrylic paints, watercolors, ink, and digital media. From this course, students can move on to upper level art courses such as Art II or III, or one of the more specific electives such as Ceramics & Sculpture, Photography, and/or Computer Graphics.
Unit I – Basic Drawing Skills and Techniques

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

Big Ideas: Course Objectives / Content Statement(s)

The creation of art is rooted in the understanding, arrangement, and application of its’ basic elements and principles.

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<td><em>What will students understand about the big ideas?</em></td>
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<td>Why do we use art elements and principals to create a piece of art?</td>
<td>Students will understand that…</td>
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<tr>
<td>What basic skills are needed to create a successful work of art?</td>
<td>• Every piece of art needs to have a foundation in the elements and principles of design.</td>
</tr>
<tr>
<td>How do shading and texture lead the viewer’s eye through an artwork?</td>
<td>• Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.</td>
</tr>
<tr>
<td>How do culture, history, and personal circumstance effect art?</td>
<td>• Stimuli for the creation of artworks can come from many places including other art disciplines.</td>
</tr>
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Areas of Focus: Proficiencies (Cumulative Progress Indicators)

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<tr>
<th>Examples, Outcomes, Assessments</th>
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</table>

Students will:

1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

Skeleton carcass

Instructional Focus:

• Refresh on previously learned drawing skills
• Explore the creative process by developing ideas in sketchbooks.
• Develop understanding of the art elements and principles including: line, color, shape, form, value, texture, perspective, pattern, rhythm, proportion, balance, emphasis, unity
1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

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<th>Sample Assessments:</th>
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<tbody>
<tr>
<td>• Simple Objects:</td>
</tr>
<tr>
<td>Students will refresh on the rules of composition and shading. As a table, students will arrange simple shaped objects in a compositionally interesting way. They will light their setup and each student will create preliminary thumbnails sketches before beginning his/her final drawing. Drawings must show a well thought out composition, an accurate drawing, and a full use of realistic shading.</td>
</tr>
<tr>
<td>• Bike Study:</td>
</tr>
<tr>
<td>A bike is one of the most typically required drawings for art school admissions. Students will draw a bike, but rather than drawing it as a whole, students will focus on smaller cropped parts. Each student will break his/her paper down into different size boxes. In each section a part of the bike will be focused on. Each piece should be able to stand-alone, be fully shaded, and show detail.</td>
</tr>
<tr>
<td>• Shade and Texture:</td>
</tr>
<tr>
<td>A wide variety of studio objects will be presented for use. Each object will have an unusual texture (i.e. fur, scales, rough, smooth, etc.). In this project students will focus on shading with different kinds of mark-making to represent each texture.</td>
</tr>
<tr>
<td>• Charcoal Perspectives</td>
</tr>
<tr>
<td>After refreshing on one and two point perspective, each student will use these rules to show depth in a landscape or cityscape of his/her choice. Drawings will be done in charcoal and should contain a minimum of one architectural perspective as well as atmospheric perspective.</td>
</tr>
</tbody>
</table>
### Instructional Strategies:

**Interdisciplinary Connections**
- Developing creative and critical thinking skills to come up with personal ideas
- Mathematic skills in measuring and drawing in perspective

**Technology Integration:**
- ELMO demonstration of shading techniques
- Camera usage to show examples of visually interesting compositions
- Slideshow explaining the development of perspective through the ages

**Global Perspectives:**
- Students will observe how various cultures and time periods use artistic means of expressing and documenting themselves.

#### The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

### 21st Century Skills:

- **Creativity and Innovation:**
  The development of the imagination through experimenting with ideas and working towards a goal of original, self-expression.

- **Critical Thinking and Problem Solving:**
  The process of working through ideas to completion. Analyzing and interpreting both students’ own ideas, as well as the ideas of others.

- **Communication and Collaboration:**
  Working with classmates, pair-share, group critiques, group brainstorming

- **Information Literacy:**
  Writing prompts, articles about art movements/artists, interpreting
writing from classmates, reflective writing about student’s own artwork

• Media Literacy Life and Career Skills
  Discussion of art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teacher, photographers, etc. Overall critical thinking, creative thinking skills.

21st Century Themes:
• Civic Literacy:
  Art as a contributor to the community – ex murals, fundraisers, exhibitions

Unit 2 – Watercolors

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Big Ideas: Course Objectives / Content Statement(s)

Watercolors have been used in many eras and cultures due to the expressive nature of the media.

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<td><em>What will students understand about the big ideas?</em></td>
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<tr>
<td>• Who are some of the most famous watercolor artists?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>• How does art help us to understand different time periods and regions?</td>
<td>• Cultural and historical events impact art-making as well as how audiences respond to works of art.</td>
</tr>
<tr>
<td>• How are watercolors used in today’s society and in the history of art?</td>
<td>• Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.</td>
</tr>
<tr>
<td>• What techniques can be used to evoke a mood from watercolors?</td>
<td></td>
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### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

**Students will:**

1.2.12.A.1 Determine how visual art has influenced world cultures throughout history.

1.2.12.A.2 Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras.

### Examples, Outcomes, Assessments

**Instructional Focus:**

- Explore watercolor art of different time periods
- Identify how the invention of the camera changed art’s purpose
- Investigate different watercolor artists and their art in relation to the time/place he/she lived
- Recognize how art is used in different cultures

**Sample Assessments:**

- **Watercolor Collage**
  Students will experiment with the expressive nature of watercolors. Each student will create four abstract watercolor designs by using the wet on wet technique and letting them bleed. He/she will decide on a scene or image he/she would like to create and then use the abstract sheets to cut out each of the pieces needed for the scene.

- **Watercolor Reproduction**
  There are many famous watercolor artists. Students will choose their favorite watercolor artist and try to replicate one of their paintings. This will allow students to see what kind of brush strokes and techniques a master watercolorist uses.

- **Inspired**
  Students will create their own original watercolor based off of either the technique of the their watercolor artist or their watercolor artist’s themes.
After discussing different types of surrealism, students will use their subconscious or dreams to make an artwork. This piece will be mixed media. Students will use pencil, colored pencil, and sharpie to render their drawing, and watercolors to create a dream-like atmosphere.

Instructional Strategies

Interdisciplinary Connections:
- The investigation of watercolors throughout time and culture
- The development of art (particularly watercolors) alongside historical events and cultural climates

Technology Integration:
- Research based websites and videos to learn about different artists.
- Surrealism slideshow

Global Perspectives:
- Art is created everywhere by all different groups of people.
- Events, governments, beliefs, and other factors are all reflected in art

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

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Communication and Collaboration:
Working with classmates, pair-share, group critiques, group brainstorming

- Information Literacy:
  Writing prompts, articles about art movements/artists, interpreting writing from classmates, reflective writing about student’s own artwork

- Media Literacy Life and Career Skills
  Discussion of art career opportunities including: gallery coordinators, museum workers, graphic designers, art advertisers, art teacher, photographers, etc. Overall critical thinking, creative thinking skills.

21st Century Themes:
- Civic Literacy:
  Art as a contributor to the community – ex murals, fundraisers, exhibitions

Unit 3 – Acrylic Painting

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating visual art.

Big Ideas: Course Objectives / Content Statement(s)

Acrylic painting is a long standing tradition that is created through the combination of fundamental art skills, gathered inspiration, and developed thoughts and opinions.

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<tr>
<td>• How are acrylic paints used and manipulated to convey emotion and an artist’s intent?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>• How does the artist incorporate personal style into their work?</td>
<td>• Individuals manipulate the elements of art and principles of design that results in original portfolios that reflect choice and personal stylistic nuance.</td>
</tr>
<tr>
<td>• How does art reflect the world</td>
<td>• Culturally and historically diverse art</td>
</tr>
</tbody>
</table>
around and the world within the artist?

- How does one develop thoughts and ideas into a piece of art?
- How can other disciplines influence or inspire art?
- Who are some famous artists who primarily use acrylic paints?

media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.

- The artist’s understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.
- Artists interpret/render themes using traditional art media and methodologies that are germane to a particular cultural style.
- Two and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.

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<td>Students will:</td>
<td>Instructional Focus:</td>
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<tr>
<td>1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</td>
<td>- Experiment with the acrylic medium.</td>
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<td>- Combine both personal style with basic artist principles</td>
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<td>- Develop work that represents the artist</td>
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<td></td>
<td>- Explore ways that acrylics can convey emotion</td>
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<tr>
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<td>- Understand how to combine all of the art elements and principles together to create an interesting piece of art</td>
</tr>
<tr>
<td>1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding</td>
<td>Sample Assessments:</td>
</tr>
<tr>
<td></td>
<td>- Color Mixing and Experimenting</td>
</tr>
<tr>
<td></td>
<td>An understanding of color theory</td>
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and the materials makes for more successful paintings. Using the primary colors, students will make their own color wheel, including secondary colors, tints, and shades. They will then experiment with different painting techniques.

- Still Life
  Students will help create a set-up of studio objects. Each student will choose a section of the still life by making thumbnail drawings of parts that are visually interesting. When the student is satisfied with the one he/she has, the student will use that one to make an acrylic painting. There will be a focus on blending, color mixing, and realistic rendering.

- Photo Enlargements
  In this project, students will work from a photo they have taken. Using the gridding method to draw out the image accurately, students will begin painting. Acrylic paintings of these images will be evaluated based on their accuracy to the photograph and on the student’s manipulation of the acrylic paints.

- Photoshop
  The use of computer programs such as Photoshop and Illustrator are vital to today’s artist. Using photos that students have taken themselves in combination with appropriated material from the internet, each student will come up with an original painting idea.

- Abstraction
  Students will explore different types of abstract art. Abstracted photos will be taken outside of nature. The abstraction will occur by zooming in until the object or plant life becomes unrecognizable but still visually interesting.
### Instructional Strategies

**Interdisciplinary Connections:**
- Measurement in the gridding technique
- Perspective measuring and geometry of shapes
- History of Dutch still life painting
- History of abstract art
- Interpret writing excerpts

**Technology Integration:**
- Taking digital photographs
- Manipulation of photographs
- Use of ELMO

**Global Perspectives:**
- Understanding of how to really look and interpret what is around you
- Understanding the basic timeline of art’s development into abstraction
- Creativity comes from both external and internal sources

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### 21st Century Skills:

#### Creativity and Innovation:
The development of the imagination through experimenting with ideas and working towards a goal of original, self-expression.

#### Critical Thinking and Problem Solving:
The process of working through ideas to completion. Analyzing and interpreting both students’ own ideas, as well as the ideas of others.

#### Communication and Collaboration:
Working with classmates, pair-share, group critiques, group brainstorming

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21st Century Themes:
- Civic Literacy: Art as a contributor to the community – ex murals, fundraisers, exhibitions

Unit 4 – The Human Form – Portraiture and Figure

1.4 A - Aesthetic Responses: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art.

Big Ideas: Course Objectives / Content Statement(s)

For centuries, famous artists have used the human form as inspiration, and students can look to its’ beauty for meaning and motivation.

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</tr>
<tr>
<td>• What is beauty?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>• How has the human figure reoccurred throughout art history</td>
<td>• Recognition of fundamental elements within various arts disciplines is dependent on the ability to decipher</td>
</tr>
</tbody>
</table>
and affected our society’s view of beauty?

- What do you consider quality artwork?
- In what ways can you identify a specific art period?
- Is quality in art subjective?

- Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.
- Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
- Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

**Students will:**

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines, using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### Examples, Outcomes, Assessments

**Instructional Focus:**

- Describe, analyze, and interpret famous artworks focused around the human form.

- Appreciate artworks from different time periods.

- Understand the basic differences between the major Art movements.

- Speculate on the meaning and content of art.

- Develop artistic language when viewing and interpreting art.

**Sample Assessments:**

- **Ink Self Portrait**
  After a discussion about facial proportions, each student will study their own face and create a self-portrait from a mirror. Using only ink washes, each student will show the different tones of the face.
• Multimedia Portrait
Each student will take an expressive portrait of someone he/she knows that shows an emotional quality. The student will divide up the photo into sections (boxes, stripes, zigzags, puzzle pieces, etc). Each time a new section is entered, there will be a switch to a new medium (pencil, pen, colored pencil, marker, charcoal, oil pastel, chalk pastel).

• Figure Drawing
Drawing from a life model has been a practice of artists for centuries. An example of average body proportions will be examined and tested by measuring against themselves and classmates. Students will then create a multiple sketches, ranging in complexity.

• Negative Space Figures
After reviewing the definition of negative space, students will work as a team to create this project. They will observe the negative space around the subject rather than looking at the figures. This will cause students to have to avoid looking at what would normally be the focus. As a group, students will position their classmates to create interesting negative space. Each student will draw just the negative space he/she has set up. After, the student will fill in either the positive space (the figures) with imagery or the negative space (the background spaces in between).

• Cardboard Layers
Using a material that is not normally considered a higher art medium, students will create a portrait using the recycled material by layering it. The layering will create the planes of the face and give a 3 dimensional
aspect to the work.

**Instructional Strategies:**

**Interdisciplinary Connections**
- History of portraiture and figurative art
- Written and oral responses
- Persuasive writing
- Mathematical proportions of the body and face

**Technology Integration**
- Art 21 videos
- Online documentary videos
- Websites about artists
- Slideshows
- Elmo demonstrations

**Global Perspectives**
- Understanding of timeline and progression
- Acceptance of ideas and thoughts that differ from student's views

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<td>movements/artists, interpreting</td>
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<td>writing from classmates, reflective</td>
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<td>writing about student’s own artwork</td>
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<td>• Media Literacy Life and Career Skills</td>
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<td>graphic designers, art advertisers,</td>
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<td>art teacher, photographers, etc.</td>
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<td>Overall critical thinking, creative</td>
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<td>thinking skills.</td>
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21st Century Themes: 
• Civic Literacy: 
Art as a contributor to the community – ex murals, fundraisers, exhibitions