

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Introduction to Drawing 2

Grade Level: 9-12

Date of Board Approval: _____2018_____

Planned Instruction

Title of Planned Instruction: Introduction to Drawing 2

Subject Area: Art

Grade(s): 9-12

Course Description:

This course is a continuation of Drawing 1 and further develops observational drawing skills with the addition of the human figure and the landscape as subject matter, often working from student provided photographs and reference materials. Lessons and projects will assume proficiency with basic drawing skills and will now focus on student creativity and experimentation to meet project criteria. Design concepts and composition will be explored as a means of personal expression. A variety of drawing tools and processes will be used, including printmaking, conte` crayon, pen and ink, collage, watercolor and pastel. Sketchbook homework is an important part of this course; weekly assignments will require application of drawing and design skills to a variety of subjects chosen by the student to meet assignment criteria.

Time/Credit for the Course: One semester, ½ credit

Curriculum Writing Committee: Christine Sweeney

Curriculum Map

1. Marking Period One:

- **Overview based on 45 days:** Basic observational drawing skills can be refined and fortified allowing for a broader range of artistic challenges to be met.

- **Goals:**

Understanding of:

- Studio Protocol
- Strengths and limitations of various wet and dry drawing media
- Building upon basic competencies to acquire confidence and versatility
- Stylization of natural forms
- Linoleum printmaking technique
- Compositional planning
- Vocabulary and technical terminology
- Self-evaluation as a means to artistic development
- Critical observational skills
- Use of formal critique to evaluate and understand artwork

2. Marking Period Two:

- **Overview based on 45 days:** Sighting skills and traditional drawing approaches will be used in the study of portraiture and figure drawing. Application of acquired drawing skills and concepts, personal reflection, aesthetic interpretation, and experimental approaches will be used to develop ideas, processes and outcomes in works of art.

- **Goals:**

Understanding of:

- Figure drawing conventions and techniques
- Concept of “point of view”
- Cultural and historical influences on artistic style and subject
- How personal interpretation can motivate artistic expression
- Abstraction of reality as a source of ideas and design
- Monoprint technique
- Experimentation as a path to creative problem solving
- How critical evaluation process leads to understanding and artistic development
- Effective selection and use of design and media
- Role of artist’s statements

Curriculum Plan

Unit: 1

Marking Period: 1

Standards:

PA Academic Standards, PACS Reading and Writing for Science and Technology

[9.1.12A, 9.1.12B, 9.1.12C, 9.1.12E, 9.1.12G, 9.1.12H, 9.1.12J, 9.3.12A, 9.2.12B, 9.3.12F, CC.3.5.11-12.I.; CC.3.6.11-12.I.](#)

Anchor: Math: ACS ELA Assessment Anchors and Eligible Content and Mathematics Assessment Anchors and Eligible Content (Draft Versions), PACS ELA Assessment Anchors and Eligible Content

[M08.C-G.1.1.1; M08.C-G.3; E08.B-C.3.1; E08.B-C.3.1](#)

Big Ideas:

Big Idea # 1: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions: How do the artist's tools affect the outcome of a work of art?

Concepts: The tools artist's use influences the outcome of their artwork.

Competencies: Use a variety of drawing media in an observational still life composition.

Big Idea #2: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions: How do artists use tools and techniques to convey emotion and evoke emotional response?

Concepts: Artists choose tools and techniques that convey emotion and evoke emotional response.

Competencies: The concepts of reverse drawing and chiaroscuro will be utilized to produce an evocative self-portrait. The concept of stylization will be explored in a landscape drawing.

Big Idea #3: Artists use tools and resources as well as their own experiences and skills to create art.

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Essential Questions: How does a particular medium influence how an artist approaches a problem, communicates an experience or presents an idea?

Concepts: Artists think differently when working through different media.

Competencies: Use appropriate design elements and principles to create an effective block print composition from a traditional photograph.

Big Idea #4: There are formal and informal processes used to assess the quality of works in the arts.

Essential Questions: How do artists assess the quality of their own artwork?

Concepts: Artists assess the quality of their work using evaluation criteria that is specific to the media, material or technique.

Competencies: Evaluate the quality of works in progress and finished works using criteria appropriate to the media and processes used

Overview: Review, reinforcement and further development of drawing skills and technique using a variety of drawing media will give the student strong technical and aesthetic foundation that can be used to create original works of art.

Goals: Student will use and build upon prior drawing skills and understanding to effectively use new and various drawing media to create original works of art. Student will analyze and evaluate the connection between media used and aesthetic outcome. Student will use personal

Objectives:

- Student will demonstrate mastery of sighting skills on a variety of complex subjects. DOK level 3
- Student will demonstrate ability to use new drawing media and techniques in representational drawings. DOK level 2 and 3
- Student will be able to use design elements and principles to plan and make original artwork. DOK levels 1,2,3,4
- Student will express a personal point of view DOK level 3
- Student will use appropriate vocabulary and critique skills to analyze works of art. DOK level 3

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Core Activities and Corresponding Instructional Methods:

- 1. Course introduction, requirements, responsibilities.**
 - Teacher lecture, demonstration, Q and A
- 2. Mixed media still life composition**
 - Review of compositional styles and guidelines
 - Guided practice with new drawing media: colored pencils, conte crayon, sketch n wash pencils and pen and ink. Demonstrate proper technique, use of tools and supplies.
 - Compare and contrast effects of each media. Discuss value creation.
 - Display and discuss finished examples and project criteria.
 - Student will choose and use each required medium to create composition.
- 3. Stylized pastel landscape drawing**
 - PowerPoint presentation and discussion of “stylization” as a design tool.
 - Display and discuss finished examples
 - Guided practice, make stylization modifications using a photograph as a reference.
 - Guided practice color mixing and blending with pastels.
 - Student will select and modify landscape photograph, select composition and execute drawing.
 - Critique, mid- point and final
- 4. Linoleum Block Print**
 - PowerPoint presentation and discussion “Block Printing” design and processes.
 - Review of stylization principles, Q&A, discussion
 - Guided practice, making design modification to photograph to make suitable for block printing design.
 - Demonstrate Notan approach to composition.
 - Student will make several thumbnail Notan compositions, evaluate and select the best.
 - Vocabulary introduction and review, printmaking terms.
 - Demonstration of transfer and safe use of carving tools.
 - Demonstration of printing processes traditional and experimental, signing and matting.
 - Student print production
 - Critique, mid-point and final.

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Assessments:

- **Diagnostic:** Q&A before new material presentation, pre instruction drawings, where applicable.
- **Formative:** Teacher observation of works in progress, practice sessions, mid-point critique, student self-evaluation, comparison to examples, one on one discussion with student during project work sessions.
- **Summative:** Final critique with class, individual and teacher comparison to project criteria and grading rubric.

Extensions: Additional and/or more complex images to be drawn, work in a larger format, encourage independent study of techniques and artists who use them effectively, allow for more personal interpretation of subject matter and technique.

Correctives: More time to finish project, work on a smaller format, use simplified imagery or where needed, teacher supplied or traced images. Teacher drawing on student paper where needed, give example to copy during work sessions.

Materials and Resources:

Variety of papers and substrate materials

Variety of wet and dry drawing media

Teacher prepared PowerPoint presentations for each topic.

Examples of master works employing technique or media

Examples of past student work

Bulletin Board displays with examples, details, tips.

“School Arts” Magazine

Elements and Principles of Design Posters

“Keys To Drawing With Imagination” Bert Dodson

“Drawing Lab” Carla Sonheim

“100 Creative Drawing Ideas” Anna Held Audette

Curriculum Plan

Unit: 2

Marking Period: 2

Standards:

PA Academic Standards, PACS Reading and Writing for Science and Technology,
[9.1.12A, 9.1.12B, 9.1.12C, 9.1.12E, 9.1.12G, 9.1.12H, 9.1.12J, 9.3.12A, 9.2.12B, 9.3.12F,](#)
[CC.3.5.11-12.1.; CC.3.6.11-12.1.](#)

Anchors: ACS ELA Assessment Anchors and Eligible Content and Mathematics Assessment Anchors and Eligible Content (Draft Versions), PACS ELA Assessment Anchors and Eligible Content

[M08.C-G.1.1.1; M08.C-G.3; E08.B-C.3.1; E08.B-C.3.1](#)

Big Ideas:

Big Idea # 1: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions: How do the artist's tools affect the outcome of a work of art?

Concepts: The tools artist's use influences the outcome of their artwork.

Competencies: Use a variety of drawing media in observational figure drawings.

Big Idea #2: There are formal and informal processes used to assess the quality of works in the arts.

Essential Questions: How do artists assess the quality of their own artwork?

Concepts: Artists assess the quality of their work using evaluation criteria that is specific to the media, material or technique.

Competencies: Evaluate the quality of works in progress and finished works using criteria appropriate to the media and processes used

Overview: Figure drawing presents many challenges and opportunities for representational drawing.

Goals: Student will use prior drawing skills and technique to accurately draw the human figure. Student will use gesture, tonal and traditional drawing styles to study the human form. Student

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will use personal interpretation and creativity as a means of expression. Critique activities will be used for self-improvement and broader understanding of artworks.

Objectives:

1. Student will demonstrate mastery of sighting skills on a variety of complex subjects. DOK level 3
2. Student will demonstrate ability to use various drawing styles. DOK level 2
3. Student will demonstrate ability to use design elements and principles to plan and make original artwork that expresses their point of view. DOK level 4
4. Student will use appropriate vocabulary and project criteria to discuss and evaluate works of art. DOK level 3 and 4

Core Activities and Corresponding Instructional Methods:

1. Figure drawing

- PowerPoint presentation of gesture, tonal and sighted figure drawings.
- Demonstration of each style and guided practice of each style.
- PowerPoint presentation and discussion of figure drawings that express "Point of View"
- Point of View Exercise: analyze magazine and internet images to interpret point of view expressed.
- Student will plan and create original figure drawing that expresses a point of view.

2. Reverse Tonal Drawing (white charcoal on black paper)

- PowerPoint presentation and discussion of "Chiaroscuro" use of values
- Guided practice of tonal drawing
- Display and discuss finished examples
- Student execution of reverse tonal self-portrait
- Critique, mid-point and final

Assessments:

- **Diagnostic:** Q&A before and during new material presentation
- **Formative:** Teacher observation of works in progress, practice sessions, mid-point critique, student self-evaluation, comparison to examples, one on one discussion with student during project work sessions.

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- **Summative:** Final critique with class, student self and teacher comparison to project criteria and grading rubric. Written student self-reflection statement.

Extensions: Additional and/or more complex images to be drawn, work in a larger format, encourage independent study of techniques and artists who use them effectively, allow for more personal interpretation of subject matter and technique.

Correctives: More time to finish project, work on a smaller format, use simplified imagery or where needed, teacher supplied or traced images. Teacher drawing on student paper where needed, give example to copy during work sessions.

Materials and Resources:

Variety of papers and substrate materials

Variety of wet and dry drawing media

Teacher prepared PowerPoint presentations for each topic.

Examples of master works employing technique or media

Examples of past student work

Bulletin Board displays with examples, details, tips.

“School Arts” Magazine

Elements and Principles of Design Posters

“Keys To Drawing With Imagination” Bert Dodson

“Drawing Lab” Carla Sonheim

“100 Creative Drawing Ideas” Anna Held Audette

Curriculum Plan

Unit: 3

Marking Period: 2

Standards: PA Academic Standards, PACS Reading and Writing for Science and Technology, [9.1.12A, 9.1.12B, 9.1.12C, 9.1.12E, 9.1.12G, 9.1.12H, 9.1.12J, 9.3.12A, 9.2.12B, 9.3.12F, CC.3.5.11-12.1.; CC.3.6.11-12.1](#)

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Big Ideas

Big Idea # 1: The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.

Essential Questions: How do artists use personal vision, concerns, and life experiences to create art?

Concepts: Artists create works of art that communicate their personal vision, concerns and life experiences.

Competencies: Develop and present artwork that documents personal vision, concerns and life experiences.

Big Idea #2: Artists use tools and resources as well as their own experiences and skills to create art.

Essential Questions: How do artists use tools and techniques to convey emotion and evoke emotional response?

Concepts: Artists choose tools and techniques that convey emotion and evoke emotional response.

Competencies: Explain how artists choose tools and techniques to convey emotion and evoke emotional response.

Big Idea #3: There are formal and informal processes used to assess the quality of works in the arts.

Essential Questions: How do artists assess the quality of their own artwork?

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Concepts: Artists assess the quality of their artwork using evaluation criteria that is specific to the media, material or technique.

Competencies: Evaluate the quality of finished artwork using criteria appropriate to the media, technique and style used to create the work.

Overview: Personal interpretation of subject matter can be a source of unique and expressive drawing.

Goals: Student will explore the use of abstraction as a means of expressing reality. Student will interpret previous drawings through new media. Student will further develop design and compositional skills.

Objectives:

1. Student will be able to create multiple images that communicate a personal interpretation of the subject and refine them into a plan for a finished drawing. DOK levels 2,3,4
2. Student will be able to reinterpret their own artwork using different media and techniques. DOK level 3
3. Student will be able to create strong compositions and realistic representations. DOK level 3.
4. Student will be able to self-evaluate and improve work as part of the creative process. DOK level 4
5. Student will be able to critique work in order to understand formal and conceptual qualities of art. DOK level 4
6. Student will be able to write meaningful and analytic reflection statements about their work. DOK level 4.

Core Activities and Corresponding Instructional Methods:

1. Abstracting Nature, mixed media drawing

- Demonstration of simplifying, editing and exaggerating what can be found in nature.
- Guided practice of above concept.
- Suggestions and examples of resource imagery
- Final critique

1. Sidewalk Crack drawing, transfer drawing

- Demonstration of using photo of sidewalk cracks to find images of animal, birds, monsters etc.

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- Guided practice
- Demonstration of transfer drawing process
- Final critique

2. Negative space drawing

- Review of negative space/composition
- Discuss finished examples and choice of media and subject
- Mid-point and final critique

3. Monoprint using previous drawings

- Demonstration of additive and subtractive monoprint technique
- Guided practice of plate creation
- Experimental printing
- Image selection and personal interpretation.
- Final critique, titling of finished print

4. Sketchbook requirement

- Discussed and collected weekly
- Reinforces and expands upon class work and activities.

Assessments:

- **Diagnostic:** Q&A before and during new material presentation
- **Formative:** Teacher observation of works in progress, practice sessions, mid-point critique, student self-evaluation, comparison to examples, one on one discussion with student during project work sessions.
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Teacher prepared PowerPoint presentations for each topic.

Examples of master works employing technique or media

Examples of past student work

Bulletin Board displays with examples, details, tips.

Handout sheet with guidelines, daily timeline, for each project

Reference books with master work examples