

ADVANCED DRAWING AND PAINTING

Description:

Students will be encouraged to recognize individual abilities as they investigate traditional and contemporary approaches to portraiture, architectural drawing, still life, landscape and abstraction. A variety of materials will be used, including watercolor, pastel, acrylic paint, printmaking and mixed media. Aspects of art history aesthetics and philosophy will also be referenced. Assignments will include drawing from observation and imagination, learning about abstraction and finding creative solutions to visual problems. Students will continue to build a portfolio for college application and/or the Studio Art Workshop.

COURSE OVERVIEW

Course Goals

- Discuss, and analyze the visual aspects in the environment and in works of art
- Students learn how to reflect, record, and organize their ideas and artworks in journals and portfolios
- Students employ the art of criticism, description, analysis, and interpretation of works of art
- Students will build on learning from Intermediate and Introductory courses to apply artistic processes and skills in a variety of techniques and media
- Build on learning from prior courses to demonstrate a knowledge of value and perspective in advanced techniques
- Analyze, describe and interpret artworks of students own thematic creation

Artistic Processes

- Create
- Present
- Respond
- Connect

Anchor Standards

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.**
- Anchor Standard #2. Organize and develop artistic ideas and work.**
- Anchor Standard #3. Refine and complete artistic work.**
- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.**
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.**

Course Skill Objectives

- Demonstrate conceptual and thematic linked personal subjects to create several completed pieces of art
- Draw observational renderings using an advanced knowledge of value and line.
- Demonstrate the perspective of complex or irregular shapes
- Create an exit portfolio in hard copy and digital forms

	<p>Anchor Standard #6. Convey meaning through the presentation of artistic work</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><u>Sample Assessments</u></p> <ul style="list-style-type: none"> • Still life drawings • Drawings using natural forms (plants, insects, etc.) • Figure in an environment • Reflective self-portraits. • Pen and ink drawing/ Scratchboard • Drawing using erasers • Landscape drawings • Architectural drawings interior and/or exterior
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Pacing Guide										
1st Marking Period			2nd Marking Period							
Month 1	Month 2	Month 3	Month 4	Month 5						
<table border="1"> <tr> <td style="text-align: center;">Unit 1 Advanced Linear Value Drawing</td> <td style="text-align: center;">Unit 2 Conceptual drawing and Painting</td> <td style="text-align: center;">Unit 3 Portfolio Development</td> </tr> <tr> <td style="text-align: center;">6 weeks</td> <td style="text-align: center;">6 weeks</td> <td style="text-align: center;">2 weeks</td> </tr> </table>			Unit 1 Advanced Linear Value Drawing	Unit 2 Conceptual drawing and Painting	Unit 3 Portfolio Development	6 weeks	6 weeks	2 weeks		
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Unit 1 - Advanced Linear Value Drawing

Unit Objectives

Students will be able to:

- Engage in research and advanced planning using multiple resources.
- Develop a sketchbook of observation work as sources for future work.
- Apply advanced knowledge of perspective, mark making, and contour line in observational drawing
- Understand atmospheric perspective in the use of color and line
- Use knowledge of value and color expressively.
- Understand the manipulation of painting media, conveying mood, and establishing a sense of movement.

Skill Objectives

Students will:

- Use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning.
- Use a variety of mark making techniques and value to explore expression and emotion.
- Effectively manipulate the space, and arrange the items in a given work of art to produce a desired effect.
- Depict depth of field in the picture plane using: linear perspective; aerial perspective; overlapping; and size relationships between objects.
- Use light and shadow (chiaroscuro) to effectively support a given composition.
- Determine size, scale and media of finished piece after pre-planning process.

<p>Creating Anchor Standard 3: Refine and complete artistic work.</p>	<p>Presenting Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>	<p>Responding Anchor Standard 9: Apply criteria to evaluate artistic work.</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>
<p><u>Enduring Understandings</u> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><u>Essential Questions</u> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision</p>	<p><u>Enduring Understandings</u> Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it</p> <p><u>Essential Questions</u> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Investigate, compare, and contrast methods for preserving and protecting art.</p>	<p><u>Enduring Understandings</u> People evaluate art based on various criteria.</p> <p><u>Essential Questions</u> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>	<p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Still life drawings • Drawings using natural forms (plants, insects, etc.) • Figure in an environment • Reflective self-portraits. • Pen and ink drawing/ Scratchboard • Drawing using erasers • Landscape drawings • Architectural drawings interior and/or exterior 	<ul style="list-style-type: none"> • Designing a mat or frame for artwork. • Display artwork in school hallways and various exhibits in the community. 	<ul style="list-style-type: none"> • Students formulate/apply a rubric that allows for the work to be evaluated based on the skills used to create the work 	<ul style="list-style-type: none"> • Students research and explore work created by other artists which exhibit the same goals in their work. • Students reflect on challenges and successes of other artists who work using same media and subject matter.

Unit 2 - Conceptual Drawing and Painting

Unit Objectives

Students will be able to:

- Further develop the process of artistic research.
- Explore possible combinations of mixed media.
- Analyze and discuss the works of famous artists and explore visual concepts.
- Further develop the process of creating preliminary sketches.
- Reflect on their process of creating a work of art.
- Apply their own personal visual interpretation in a more individual way to a painting and /or drawing from observation
- Consider how to make his or her artwork more original
- Engage in an investigative process by developing a detailed plan to address the challenges and by using a variety of appropriate resources.
- Organize information to support a claim or assertion in a style appropriate to purpose, audience, and task.
- The student transforms existing ideas and knowledge into new ideas, products, and processes.
- The student weighs evidence, arguments, claims and beliefs in order to critically and effectively solve problems and to justify conclusions.
- The student makes strategic and ethical use of a range of media to enhance understanding of and interest in a claim or assertion.

Skill Objectives

Students will:

- Be able to use the features of various painting mediums effectively.
- Paint from direct observation studying the effects of light, including transparent and reflective objects.
- Apply an understanding of atmospheric perspective to the use of color and line when creating his or her drawings and paintings.
- Apply an understanding of color theory to create contrast and form.
- Use knowledge of value and color expressively.
- Manipulate painting media, conveying mood, establishing a sense of movement.
- Determine size, scale and media of finished piece after pre-planning process.
- Explore a variety of materials and painting media to explore individual artistic voice.
- Work independently to form ideas and apply techniques to work to create individual solution to the creative problem.

<p>Creating Anchor Standard 3: Refine and complete artistic work</p>	<p>Presenting Anchor Standard 6: Convey meaning through the presentation of artistic work.</p>	<p>Responding Anchor Standard 9: Apply criteria to evaluate artistic work.</p>	<p>Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
<p><u>Enduring Understandings</u> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><u>Essential Questions</u> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	<p><u>Enduring Understandings</u> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><u>Essential Questions</u> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Curate a collection of objects, artifacts, or artwork to impact the viewer’s understanding of social, cultural, and/or political experiences.</p>	<p><u>Enduring Understandings</u> People evaluate art based on various criteria.</p> <p><u>Essential Questions</u> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>	<p><u>Enduring Understandings</u> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><u>Essential Questions</u> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Still life with paint or pastel • Acrylic painting on a variety of surfaces • Figure gesture and form • Watercolor and ink wash techniques • Painting with a palette knife and/or cardboard • Interior and/or exterior spaces involving architectural elements • Pleine Air painting school trip • Eastern painting techniques 	<ul style="list-style-type: none"> • Students work together to create and curate a display of the collection of works created within a unit. 	<ul style="list-style-type: none"> • Students give each other feedback based on the language in the given rubric for this unit. • Students reflect on their own work based on the language in the given rubric for this unit. 	<ul style="list-style-type: none"> • Students explore how artists from various periods in time use the same media to interpret and express ideas, thoughts and emotions. • Students explore how color has been used as a symbol within paintings from various periods in Art History.

Unit 3 - Portfolios

Unit Objectives

Students will be able to:

- Discuss and analyze conceptual work of famous artists
- Understand the process of transforming existing ideas and knowledge into new ideas, products, and processes.
- The student weighs evidence, arguments, claims and beliefs in order to critically and effectively solve problems and to justify conclusions.
- The student understands how to make strategic and ethical use of a range of media to enhance their understanding of and interest in a claim or assertion.

Skill Objectives

Students will:

- Manipulate painting media, conveying mood, establishing a sense of movement.
- Determine size, scale and media of finished piece after pre-planning process.
- Use painting and a variety of media to explore individual artistic voice.
- Use digital tools to crop and edit final pieces
- Research and organize notes into digital presentations.
- Apply digital tools to create original imagery.
- Output files into prints or digital images that can be presented or shared.
- Create a digital portfolio of their work.

<p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p>	<p>Presenting Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<p>Responding Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>
<p><u>Enduring Understandings</u> Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</p> <p><u>Essential Questions</u> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p>	<p><u>Enduring Understandings</u> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><u>Essential Questions</u> What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>	<p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p>

<p><u>Process Components</u> Investigate/Plan/Make</p> <p>Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p>			
<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Multi Media collections • Journals outlining themes • Digital portfolios • Digital storage 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Students collect work from unit and organize it into a portfolio. • Students mat their best piece for display. • Students photograph their work for their digital portfolio. 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Respond to the work and process of fellow members of the class through class critique. • Research and respond to the work of various interpretations of the human form by other artists 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Student reflect on their progress from formative to summative work through artist statements or presentations of work.