

# INTRODUCTION TO DRAWING & PAINTING

**Description:**

This course is designed to increase the skill level of all students while also introducing historic approaches to creative thinking and art making. As they develop their capacity for prolonged observation of objects, they learn to see and depict details with more accuracy and develop more sophisticated mark-making skills. Using these, they more accurately depict volume, surface texture, proportions and relative scale within the picture plane.

They make decisions with regard to composition. They take into consideration relative size, and positive and negative shape arrangements to create an aesthetic still-life, portrait or painting base. This course is meant to prepare students for more freedom of design at our advanced levels of two dimensional art.

## COURSE OVERVIEW

**Course Goals**

Students will be able to:

- Discuss works of art in terms of subject, cultural connections, perceived meaning and symbolism
- Use a variety of research tools and resources effectively
- Plan assignments by researching artist’s work and through the use of thumbnail sketches that allow them to consider possible compositions, mark-making and color choices
- Students will demonstrate an understanding of linear perspective and three dimensional forms in space.

**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.**

**Course Skill Objectives**

Students will:

- Output files into prints or digital images that can be presented or shared. or create digital art work
- Apply drawing techniques to etching, lithography or mono printing
- Use value and color in painting to develop a mood or expression
- Use Color and value to create perspective in Painting
- Develop form by using opaque and transparent painting media.
- Create a balanced composition with the effective use of movement

	<p><b>Anchor Standard #5. Develop and refine artistic techniques and work for presentation.</b></p> <p><b>Anchor Standard #6. Convey meaning through the presentation of artistic work</b></p> <p><b>Anchor Standard #7. Perceive and analyze artistic work.</b></p> <p><b>Anchor Standard #8. Interpret intent and meaning in artistic work.</b></p> <p><b>Anchor Standard #9. Apply criteria to evaluate artistic work.</b></p> <p><b>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</b></p> <p><b>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b></p>	
<p><b><u>Units</u></b></p> <p>Unit 1 - <a href="#">Observational Drawing</a></p> <p>Unit 2 - <a href="#">Technology</a></p> <p>Unit 3 - <a href="#">Printmaking I</a></p> <p>Unit 4 - <a href="#">Painting</a></p>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• What methods and processes are considered when preparing artwork for presentation or preservation?</li> <li>• How does refining artwork affect its meaning to the viewer?</li> <li>• What criteria are considered when selecting work for</li> </ul>	<p><b><u>Assessments</u></b></p> <p>Students will complete a summative assessment for each content topic:</p> <ul style="list-style-type: none"> <li>• Still life drawings using charcoal as well as a variety of drawing pencils</li> <li>• One and two point perspective drawings based on a student observational photograph</li> </ul>

	<p>presentation, a portfolio, or a collection?</p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• What is an art museum?</li> <li>• How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?</li> <li>• How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li> </ul>	<ul style="list-style-type: none"> <li>• Funny face portraits abstract Paintings</li> <li>• Reduction prints</li> <li>• Digital Portfolios</li> <li>• Use personal photographic references</li> </ul>
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**Pacing Guide**

1st Marking Period

2nd Marking Period

Month 1

Month 2

Month 3

Month 4

Month 5

Unit 1 Observational Drawing	Unit 2 Technology	Unit 3 Printmaking I	Unit 4 Painting
6 weeks	4 weeks	2 weeks	6 weeks

## Unit 1 – Observational Drawing

### Unit Objectives

Students will be able to:

- Recognize a variety of surfaces and materials intended for drawing.
- Interpret light and shade on a surface plane
- Relate value to color in drawing.
- Analyze in discussion and writing the work of famous artists to develop their own ideas and explore visual concepts.
- Learn how to critique work during class discussion.

### Skill Objectives

Students will:

- Define the edges of observational shapes in space using contour lines.
- Use thumbnail sketches to organize pictorial space using compositional elements.
- Develop a sketchbook of observational drawings
- Apply drawing techniques to etching, lithography or mono printing
- Use one and two point perspective

<p><b>Creating</b>  <b>Anchor Standard 1:</b>  Generate and conceptualize artistic ideas and work.</p>	<p><b>Presenting</b>  <b>Anchor Standard 4:</b>  Select, analyze, and interpret artistic work for presentation.</p>	<p><b>Responding</b>  <b>Anchor Standard 9:</b>  Apply criteria to evaluate artistic work.</p>	<p><b>Connecting</b>  <b>Anchor Standard 11:</b>  Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
<p><b><u>Enduring Understandings</u></b>  Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  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><b><u>Enduring Understandings</u></b>  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><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  Perceive, Analyze and Interpret</p> <p>Investigate, compare, and contrast methods for preserving and protecting art.</p>	<p><b><u>Enduring Understandings</u></b>  People evaluate art based on various criteria.</p> <p><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  Analyze, Select, Share</p> <p>Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>	<p><b><u>Enduring Understandings</u></b>  Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences</p> <p><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  Synthesize, Relate</p> <p>Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</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"> <li>• Begin with a series of small studies to practice composition, and value application to create form and surface</li> <li>• Creation of a finished piece that is the culmination of the practice and exploration that has been completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a mat or frame for artwork.</li> <li>• Display artwork in school hallways and various exhibits in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Students formulate/apply a rubric that allows for the work to be evaluated based on the skills used to create the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Students research and explore work created by other artists which exhibit the same goals in their work.</li> <li>• Students reflect on challenges and successes of other artists who work using same media and subject matter.</li> </ul>

## Unit 2 - Technology

### Unit Objectives

Students will be able to:

- Investigate the use of technology resources to support artistic learning
- Explore, identify, integrate technology enhanced activities to achieve artistic learning objectives
- Understand effective search strategies, including proper citations, as a resource
- Understand the foundations of digital illustration and digital photography

### Skill Objectives

Students will:

- Use the tools in Illustrator and Photoshop to manipulate or create digital art work
- Transfer images to black and white in order to study values
- Use digital or phone camera to document Artistic process
- Upload files and information into various programs.
- Output files into prints or digital images that can be presented or shared.
- Create a digital portfolio of their work.
- Use digital Platform to store or present digital images
- Edit photographs for reference.
- Apply digital tools to create original imagery.



<p><b>Creating</b>  <b>Anchor Standard 1:</b>  Generate and conceptualize artistic ideas and work.</p>	<p><b>Presenting</b>  <b>Anchor Standard 4:</b>  Select, analyze, and interpret artistic work for presentation.</p>	<p><b>Responding</b>  <b>Anchor Standard 8:</b>  Interpret intent and meaning in artistic work.</p>	<p><b>Connecting</b>  <b>Anchor Standard 10:</b>  Synthesize and relate knowledge and personal experiences to make art.</p>
<p><b><u>Enduring Understandings</u></b>  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 art-making goals.</p> <p><b><u>Essential Questions</u></b>  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><b><u>Enduring Understandings</u></b>  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><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  Perceive, Analyze and Interpret</p> <p>Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p>	<p><b><u>Enduring Understandings</u></b>  People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  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><b><u>Enduring Understandings</u></b>  Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  Synthesize, Relate</p> <p>Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p>

<p><b><u>Process Components</u></b> 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><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Students explore a variety of digital techniques to create and edit art.</li> <li>• Students use technology to edit and enhance an original photo to use as a reference.</li> <li>• Students use technology to apply the elements of art and principles of design to create original works of art.</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Students collect work from unit and organize it into a portfolio.</li> <li>• Students mat their best piece for display.</li> <li>• Students photograph their work for their digital portfolio.</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Respond to the work and process of fellow members of the class through class critique.</li> <li>• Research and respond to the work of various interpretations of the human form by other artists</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Student reflect on their progress from formative to summative work through artist statements or presentations of work.</li> </ul>

## Unit 3 – Printmaking I

### Unit Objectives

Students will be able to:

- Understand inking techniques
- Explore creative applications including hand coloring, gesturing and overlaying multiple plates
- Understand lino-reduction printing
- Printing on various surfaces

### Skill Objectives

Students will:

- Be able to create a reduction print
- Apply drawing techniques to etching, lithography or mono printing
- Use inking techniques
- Develop value and contrast on a printing plate
- Be able to prepare papers, press and plates

<p><b>Creating</b>  <b>Anchor Standard 1:</b>  Generate and conceptualize artistic ideas and work.</p>	<p><b>Presenting</b>  <b>Anchor Standard 4:</b>  Select, analyze, and interpret artistic work for presentation.</p>	<p><b>Responding</b>  <b>Anchor Standard 7:</b>  Perceive and analyze artistic work</p>	<p><b>Connecting</b>  <b>Anchor Standard 11:</b>  Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>
<p><b><u>Enduring Understandings</u></b>  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 art-making goals.</p> <p><b><u>Essential Questions</u></b>  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><b><u>Enduring Understandings</u></b>  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><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  Perceive, Analyze and Interpret</p> <p>Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p>	<p><b><u>Enduring Understandings</u></b>  Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p>Visual imagery influences understanding of and responses to the world.</p> <p><b><u>Essential Questions</u></b>  How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p>What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p><b><u>Enduring Understandings</u></b>  People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><b><u>Essential Questions</u></b>  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><b><u>Process Components</u></b>  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>

<p><b><u>Process Components</u></b> 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><b><u>Process Components</u></b> Analyze, Select, Share</p> <p>Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.  Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p>	
<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Students explore a variety of printmaking techniques</li> <li>• Students apply inks in a variety of ways</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Students place prints into a digital portfolio of their artwork.</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Students use printmaking to present and share ideas for original works of art.</li> </ul>	<p><b><u>Sample Performance Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Students use printmaking to connect to a variety of cultures</li> <li>• Students explore how artists use printmaking to create works of art.</li> </ul>

## Unit 4 - Painting

### Unit Objectives

Students will be able to:

- Interpret light on changing planes
- Analyze and discuss the work of famous artists
- Discuss how to use a mood or expression in a painting
- Understand values, shapes, and color in painting

### Skill Objectives

Students will:

- Use value and color in painting to develop a mood or expression
- Use Color and value to create perspective in Painting
- Develop form by using opaque and transparent painting media.
- Create a balanced composition with the effective use of movement
- Use edge contrast to define shapes

<p><b>Creating</b> <b>Anchor Standard 3:</b> Refine and complete artistic work</p>	<p><b>Presenting</b> <b>Anchor Standard 6:</b> Convey meaning through the presentation of artistic work.</p>	<p><b>Responding</b> <b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work.</p>	<p><b>Connecting</b> <b>Anchor Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>
<p><b><u>Enduring Understandings</u></b> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><b><u>Essential Questions</u></b> 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><b><u>Process Components</u></b> 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><b><u>Enduring Understandings</u></b> 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><b><u>Essential Questions</u></b> 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><b><u>Process Components</u></b> 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><b><u>Enduring Understandings</u></b> People evaluate art based on various criteria.</p> <p><b><u>Essential Questions</u></b> 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><b><u>Process Components</u></b> Analyze, Select, Share</p> <p>Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>	<p><b><u>Enduring Understandings</u></b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><b><u>Essential Questions</u></b> 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><b><u>Process Components</u></b> 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"> <li>• Students share ideas throughout the creative process.</li> <li>• Students articulate their own creative process.</li> <li>• Students articulate how their work is influenced by relevant traditional and contemporary criteria as well as personal artistic vision.</li> </ul>	<ul style="list-style-type: none"> <li>• Students work together to create and curate a display of the collection of works created within a unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Students give each other feedback based on the language in the given rubric for this unit.</li> <li>• Students reflect on their own work based on the language in the given rubric for this unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Students explore how artists from various periods in time use the same media to interpret and express ideas, thoughts and emotions.</li> <li>• Students explore how color has been used as a symbol within paintings from various periods in Art History.</li> </ul>