

Drawing I

Curriculum/Content Area: ART & DESIGN	Course Length: 9 weeks
Course Title: Drawing I	Date last reviewed: 2020
Prerequisites: none	Board approval date: Feb. 2021
Primary Resource:NA	

Desired Results

Course description and purpose: Develop your observation and drawing skills in this wonderful class. This course will focus on the fundamentals of drawing: line, shape, value, perspective, composition, proportion, spatial relationships, volume and texture and you will create amazing masterpieces in the process. Students will analyze how shadows and highlights create form and use perspective to create the illusion of space. The course will enhance students' observational skills and enable them to apply these abilities to their work. Students will become familiar with various ways in which the elements, principles of design and composition improve their creative approach and critical judgment. This course teaches all the skills you will need to continue on in your 2-dimensional high school art career.

Career Clusters Connections:

- ARCHITECTURE & CONSTRUCTION
- ARTS, AUDIO/VISUAL & COMMUNICATIONS

Enduring Understandings:	Essential Questions: <i>big picture questions, aligned with enduring understandings</i>
CREATING	
Creativity and innovative thinking are essential life skills that can be developed.	<ul style="list-style-type: none"> ❖ 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?
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.	<ul style="list-style-type: none"> ❖ 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?
People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	<ul style="list-style-type: none"> ❖ How do objects, places, and design shape lives and communities? ❖ How do artists and designers determine goals for designing or redesigning objects, places, or systems?

	<ul style="list-style-type: none"> ❖ How do artists and designers create works of art or design that effectively communicate?
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<ul style="list-style-type: none"> ❖ 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?
PRESENTING	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	<ul style="list-style-type: none"> ❖ 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?
RESPONDING	
People gain insights into meanings of artworks by engaging in the process of art criticism	<ul style="list-style-type: none"> ❖ 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?
CONNECTING	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	<ul style="list-style-type: none"> ❖ 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?

PRIORITY STANDARDS	
WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.	
WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	
WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.	
WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.	

Supporting Standard Clusters

- A.A.Cr.10.h: Investigate. Engage in critical thinking problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.10.h: Develop Meaning. Curate a body of work incorporating personal, historical, and contemporary art to communicate one or more points of view.
- A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.16.h: Describe. Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- A.A.R.17.h: Analyze. Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
- A.A.R.18.h: Interpret. Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.
- A.A.R.19.h: Inquire. Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.
- A.A.Cn.11.h: Career. Connections Research or experience options in art and design careers.
- A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

Unit 1 - Observation

- A. Line
- B. Space
- C. Value scale and Light logic
- D. Materials and technique exploration
 - a. Charcoal
 - b. Pen
 - c. Cross hatching, stippling, etc

E. Portrait		
Essential Questions:		
<ol style="list-style-type: none"> 1. How can conditions, attitudes, and behaviors support creativity and innovative thinking? 2. How do artists and designers learn from trial and error? 3. What role does persistence play in revising, refining, and developing work? 		
Unit Standards		
Priority Standards <ul style="list-style-type: none"> • WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work. • WSAD Standard AA2: Present- Students will develop,refine, and convey meaning through the production and presentation of artistic work. • WSAD Standard AA3: Respond- Students will criticallyinterpret intent and meaning in order to evaluate artistic work. 		
<u>Supporting Standards</u> <ul style="list-style-type: none"> • A.A.Cr.10.h: Investigate. Engage in critical thinkingproblem solving, and research through elements and principles of art and design studio practices and processes. • A.A.Cr.11.h: Plan. Formulate original concepts bypractice, experimentation, and revision. • A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques. 		
<u>Learning Targets</u>		
<ul style="list-style-type: none"> • I can accurately draw subject matter on paper with “line follows form.” • I can recognize and use the elements of art. • I can show depth and space by incorporating a foreground, middleground and background. • I can accurately depict objects on a page with correct proportions. • I can analyze work through critique 		
Assessment Evidence		
Feedback & Scoring Rubric(s) based on Priority Standards		
<ul style="list-style-type: none"> • <u>Art Rubric Format</u> 		
Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
<i>Blind Contour Drawing and Contour Drawings</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> •
<i>Continuous Line Drawing (classroom add watercolor, blind</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding	<ul style="list-style-type: none"> • Omit watercolor and focus on lines

<i>contour faces inspired by Ian Sklarsky)</i>	<input type="checkbox"/> Connecting	
<i>Negative Space</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Practice basics, omit bigger project
<i>Value Scale and sphere</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Less squares for scale
<i>Value drawing (Circle grid)</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Smaller paper
<i>Portraits (from mirror and/or photographs)</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Choose 1
<i>Putting it all together ideas: Collage drawing, Handscape, Zines</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Smaller paper
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none"> ● 		

Unit 2 - Composition

- A. Rule of Thirds
- B. Balancing elements
- C. Leading lines
- D. Viewpoint
- E. Cropping
- F. Foreground, middle ground, background

Essential Questions:

1. What role does persistence play in revising, refining, and developing work?
2. How does one determine criteria to evaluate a work of art?

Unit Standards

Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.

- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.

Supporting Standards

- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.10.h: Develop Meaning. Curate a body of work incorporating personal, historical, and contemporary art to communicate one or more points of view.
- A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- A.A.R.18.h: Interpret. Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.

Learning Targets

- I can draft thumbnail sketches to plan artistic work.
- I can accurately draw subject matter on paper with line, space and value.
- I can recognize the elements of line, space and value.
- I can recognize and create a strong composition.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- [Art Rubric Format](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
<i>Still life drawing</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Include less objects
<i>Develop a composition that uses the elements and principles of design to create a focal point (landscape, collage drawing, zine, etc.)</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Include less objects
<i>New material drawing (charcoal, charcoal and eraser, ballpoint pen, etc.)</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> ● Smaller paper

Digital Tools & Supplementary Resources

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Unit 3 - Sketchbook

- A. Thumbnail sketches
- B. Contour drawing vs. gesture drawing
- C. Documentation of artistic process
- D. Creative problem solving

Essential Questions:

1. What role does persistence play in revising, refining, and developing work?
2. How does engaging in creating art enrich people's lives?
3. How is art used to impact the views of a society?

Unit Standards

Priority Standards

- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
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Supporting Standards

- A.A.Cr.10.h: Investigate. Engage in critical thinking problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.R.16.h: Describe. Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.

Learning Targets

- I can draft thumbnail sketches to plan artistic work.
- I can accurately draw subject matter on paper with line, space and value.
- I can create a strong composition.
- I can generate multiple and unique solutions to art problems.
- I can research artists and art movements
- I can interpret meaning of art work.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- [Art Rubric Format](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
<i>Content vocabulary</i>	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input type="checkbox"/> Connecting	<ul style="list-style-type: none"> • Give notes
<i>Artist Study</i> <i>(1. drawing artist</i> <i>2. sketchbook artist)</i>	<input type="checkbox"/> Creating <input type="checkbox"/> Presenting <input checked="" type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> • Simplify requirements
<i>Sketchbook assignments reflecting the units</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input checked="" type="checkbox"/> Connecting	<ul style="list-style-type: none"> • Simplify
<i>Gesture drawing vs contour drawing</i>	<input checked="" type="checkbox"/> Creating <input type="checkbox"/> Presenting <input type="checkbox"/> Responding <input type="checkbox"/> Connecting	
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none"> • 		