

Drawing II

Curriculum/Content Area: ART & DESIGN	Course Length: 9 weeks
Course Title: Drawing II	Date last reviewed: 2020 Link to Previous UbD
Prerequisites: Drawing I	Board approval date: Feb. 2021
Primary Resource:NA	

Desired Results

Course description and purpose:

This course further develops the student's concepts acquired in Drawing I by focusing on composition, figurative drawing and the use of color media, such as pastel and colored pencil. Both realism and abstraction are encouraged and advanced drawing skills are applied to creative assignments.

Career Clusters Connections:

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

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? ❖ How do artists and designers create works of art or design that effectively communicate?

<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p>	<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?
<p>PRESENTING</p>	
<p>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>	<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?
<p>RESPONDING</p>	
<p>People gain insights into meanings of artworks by engaging in the process of art criticism</p>	<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?
<p>CONNECTING</p>	
<p>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>	<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?

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

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 - Composition

- Rule of Thirds
- Balancing elements
- Leading lines
- Viewpoint
- Cropping
- Scale
- Perspective

- Positive and Negative Space
- Foreground, middle ground, background
- Visual hierarchy

Essential Questions:

1. What role does persistence play in revising, refining, and developing work?
2. How do artists grow and become accomplished in art forms?
3. How does collaboratively reflecting on a work help us experience it more completely?

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.
- 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 Standards

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- 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.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- 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.

Learning Targets

- I can apply knowledge of composition skills and vocabulary to artwork.
- I can apply the elements and principles of design to develop original, creative and strong compositions.
- I can communicate my artistic intent of a piece of art that I am sharing.
- I can experiment and apply a variety of materials to enhance composition in an artwork.
- I can create artwork in response to another subject area, using literature, music, graphs, maps, etc.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC](#)

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>
Pen + Ink Composition	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis
Mini-Series exploring composition (9 x 9)	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none"> ● Canvas Course, recorded demonstrations, course website, etc. ● Access to Adobe Photoshop, Adobe Illustrator and digitabrawing tablets, etc. 		

Unit 2 - Color and Observation

- Observational Drawing
- Color Theory
- Technical Color Applications
- Variety of Drawing Materials

Essential Questions:

1. What role does persistence play in revising, refining, and developing work?
2. How do artists grow and become accomplished in art forms?
3. How does collaboratively reflecting on a work help us experience it more completely?

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.
- 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 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.Cr.12.h: Make. Develop unique, well crafted work of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- 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.

Learning Targets

- I can define and demonstrate knowledge of color theory to a work of art
- I can experiment with a variety of materials to enhance color application
- I can apply knowledge of advanced drawing skills and vocabulary to artwork
- I can produce a variety of drawings from life using observational drawing techniques
- I can evaluate an artwork by comparing and contrasting it to similar or exemplary works of art

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

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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>
Colored Pencil Still Life Drawing	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis
Pastel Still Life Drawing	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting 	<ul style="list-style-type: none"> ● Emphasis on student voice and choice to

	<ul style="list-style-type: none"> ✓ Responding ✓ Connecting 	<p>direct learning based on interests</p> <ul style="list-style-type: none"> ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis
Portrait Drawing in color (abstract and/or exaggerated color)	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis
Digital Tools & Supplementary Resources		
<ul style="list-style-type: none"> ● Canvas Course, recorded demonstrations, course website, etc. ● Access to Adobe Photoshop, Adobe Illustrator and digital drawing tablets, etc. 		

<p>Unit 3 - Figure Drawing and Observation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Figure Drawing <input type="checkbox"/> Line <input type="checkbox"/> Proportion <input type="checkbox"/> Volume <input type="checkbox"/> Portraiture
Essential Questions:
<ol style="list-style-type: none"> 1. What role does persistence play in revising, refining, and developing work? 2. How do artists grow and become accomplished in art forms? 3. How does collaboratively reflecting on a work help us experience it more completely?
Unit Standards
<p>Priority Standards</p> <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 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 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.
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Learning Targets

- I can define and demonstrate knowledge of color theory to a work of art
- I can experiment with a variety of materials to enhance color application
- I can apply knowledge of advanced drawing skills and vocabulary to artwork
- I can produce a variety of drawings from life using observational drawing techniques
- I can evaluate an artwork by comparing and contrasting it to similar or exemplary works of art

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

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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>
Figure Drawing with live models	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis

Digital Tools & Supplementary Resources

- Canvas Course, recorded demonstrations, course website, etc.
- Access to Adobe Photoshop, Adobe Illustrator and digital drawing tablets, etc.

Unit 4 - Sketchbook

Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. What factors prevent or encourage people to take creative risks?
3. How do artists and designers create works of art or design that effectively communicate?

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.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.*
- *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.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.*
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- *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.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.*
- *A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.*

Learning Targets

- I can plan, document, and organize art processes and concepts.
- I can practice art-making techniques with various media.
- I can create multiple solutions for creative problems.
- I can establish a reference of materials, vocabulary, techniques, and concepts to assist in future art endeavors.
- I can create artwork to communicate personal thoughts, emotions and ideas visually.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- **UNIVERSAL ART RUBRIC**

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>
Sketchnotes (visually demonstrating color techniques and composition rules)	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Sketchnotes can be presented in the following ways: hand drawn in sketchbook, digitally rendered, using photographs, orally discussed with instructor, etc.
Thumbnail sketches documentation of artistic process and creative problem solving	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Thumbnail sketches can be created in the following ways: hand drawn in sketchbook or digitally rendered. Quantity and complexity of thumbnail sketches can be modified for individual students.
Reflections	<ul style="list-style-type: none"> <input type="checkbox"/> Creating <input type="checkbox"/> Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Reflections can be presented in the following ways: handwritten/hand drawn, digitally rendered, orally discussed with instructor, taped presentation, etc.
Artist Investigation	<ul style="list-style-type: none"> <input type="checkbox"/> Creating <input type="checkbox"/> Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Artist studies can be presented in the following ways: handwritten/hand drawn, digitally rendered, orally presented to instructor, taped presentation, etc.
Artistic Research	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	<ul style="list-style-type: none"> ● Artistic Research can be presented in the following ways: shared digital inspiration board, collection of drawings/paintings, photographic inspiration, list of art styles or historical examples, etc.

Digital Tools & Supplementary Resources

- Canvas Course, recorded demonstrations, course website, etc.
- Access to Adobe Photoshop, Adobe Illustrator and digital drawing tablets, etc.