

## Drawing III

Curriculum/Content Area: ART & DESIGN	Course Length: 9 Weeks
Course Title: Drawing III	Date last reviewed: 2021
Prerequisites: Drawing II	Board approval date: Feb. 2021
Primary Resource:NA	

## Desired Results

Drawing III is for the student with a passion for expanding their drawing process in a personal and professional manner. Drawing III will encompass more independent access to technical color applications using a variety of 2-dimensional drawing tools. Students will study anatomical figures and receive a more in-depth experience to figure drawing, expanding their previous knowledge of the human form and composition. The elements and principles of art and design will be established for a student to critically analyze and evaluate methods of creating artwork and establishing a series of drawings related to a common theme of their choosing. Students will leave the class with refined skills of drawing that will translate to more successful artistic ventures.

### Career Clusters Connections:

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

Enduring Understandings:	Essential Questions: <i>big picture questions, aligned with enduring understandings</i>
<b>CREATING</b>	
Creativity and innovative thinking are essential life skills that can be developed.	<ul style="list-style-type: none"> <li>❖ What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>❖ What factors prevent or encourage people to take creative risks?</li> <li>❖ How does collaboration expand the creative process?</li> </ul>
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.	<ul style="list-style-type: none"> <li>❖ How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?</li> <li>❖ Why do artists follow or break from established traditions?</li> <li>❖ How do artists determine what resources and criteria are needed to formulate artistic investigations?</li> </ul>
People create and interact with objects, places, and design that define, shape, enhance,	<ul style="list-style-type: none"> <li>❖ How do objects, places, and design shape lives and communities?</li> <li>❖ How do artists and designers determine goals for</li> </ul>

and empower their lives.	<ul style="list-style-type: none"> <li>❖ designing or redesigning objects, places, or systems?</li> <li>❖ How do artists and designers create works of art or design that effectively communicate?</li> </ul>
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	<ul style="list-style-type: none"> <li>❖ What role does persistence play in revising, refining, and developing work?</li> <li>❖ How do artists grow and become accomplished in art forms?</li> <li>❖ How does collaboratively reflecting on a work help us experience it more completely?</li> </ul>
<b>PRESENTING</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.	<ul style="list-style-type: none"> <li>❖ How are artworks cared for and by whom?</li> <li>❖ What criteria, methods, and processes are used to select work for preservation or presentation?</li> <li>❖ Why do people value objects, artifacts, and artworks, and select them for presentation?</li> </ul>
<b>RESPONDING</b>	
People gain insights into meanings of artworks by engaging in the process of art criticism	<ul style="list-style-type: none"> <li>❖ What is the value of engaging in the process of art criticism?</li> <li>❖ 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?</li> </ul>
<b>CONNECTING</b>	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	<ul style="list-style-type: none"> <li>❖ How does engaging in creating art enrich people's lives?</li> <li>❖ How does making art attune people to their surroundings?</li> <li>❖ How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</li> </ul>

<b>PRIORITY STANDARDS</b>	
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 - Sketchbook

### Essential Questions:

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

2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3. 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?
4. How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

## 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.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.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

## Learning Targets

- I can research traditional and contemporary artists to encourage personal growth and knowledge of both drawing materials and techniques.
- I can write and refine reflections consisting of artistic intention, the process of art-making, and future artistic endeavors
- I can evaluate artwork through critique both orally and in writing
- I can revise and refine my artwork using critique and feedback from me and from others.
- I can communicate about artwork using art vocabulary.

## Assessment Evidence

### Feedback & Scoring Rubric(s) based on Priority Standards

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

- [Visual Art and Design Rubric Format](#)

<b>Performance Assessment Options</b> <i>May include, but are not limited to the following:</i>	<b>Artistic Process</b> <i>Check all that apply:</i>	<b>Differentiation Strategies/ Strategies for Inclusion</b> <i>May include, but are not limited to the following:</i>
<i>Artistic Process Documentation; Inspiration, Planning Process, Reflection and Artist Statement</i>	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Adaptive tools can be used to assist in drawing and material use, qualitative and quantitative assessment and/or criteria can be modified for individual students.</li> <li>● Can be presented visually in a sketchbook, done on a computer, handwritten, typed, presented verbally, or recorded.</li> </ul>
Research and Planning: Artists, artworks, media, concepts, etc.	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Adaptive tools can be used to assist in drawing and material use, qualitative and quantitative assessment and/or criteria can be modified for individual students.</li> <li>● Can be presented visually in a sketchbook, done on a computer, handwritten, typed, presented verbally, or recorded.</li> </ul>
<b>Digital Tools &amp; Supplementary Resources</b>		
<ul style="list-style-type: none"> <li>● Canvas and/or Google Classroom, recorded demonstrations and course website.</li> <li>● Access to Adobe Photoshop, Adobe Illustrator and digitabrawing tablets, etc.</li> </ul>		

## Unit 2 - Drawing Portfolio

### Essential Questions:

1. What criteria, methods, and processes are used to select work for preservation or presentation?
2. Why do people value objects, artifacts, and artworks, and select them for presentation?
3. How do artists grow and become accomplished in art forms?
4. How does collaboratively reflecting on a work help us experience it more completely?
5. How are artworks cared for and by whom?

### 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.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.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- 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.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.

**Learning Targets**

- I can describe, interpret, and analyze my artistic intent of a piece of art that I am presenting
- I can develop and document my portfolio of artwork for presentation
- I can evaluate artwork through critique both orally and in writing
- I can synthesize my experience, art and design knowledge, and visual images to gain insights into art and society.
- I can evaluate the progress and stylistic development evident in my artwork
- I can create a series of original, complex, and creative art works that confidently utilize the elements and principles of design

**Assessment Evidence**

**Feedback & Scoring Rubric(s) based on Priority Standards**

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

- [Visual Art and Design Rubric Format](#)

<b>Performance Assessment Options</b> <i>May include, but are not limited to the following:</i>	<b>Artistic Process</b> <i>Check all that apply:</i>	<b>Differentiation Strategies/ Strategies for Inclusion</b> <i>May include, but are not limited to the following:</i>
<i>Meet certain portfolio criteria to create and edit a collection of drawings to showcase best artworks.</i>	<ul style="list-style-type: none"> <li>Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptive tools can be used to assist in drawing and material use, qualitative and quantitative assessment and/or criteria can be modified for individual students.</li> <li>• Can be presented visually in a sketchbook, done on a computer, handwritten, typed, presented verbally, or recorded.</li> </ul>

**Digital Tools & Supplementary Resources**

- Canvas and/or Google Classroom, recorded demonstrations and course website.
- Access to Adobe Photoshop, Adobe Illustrator and digital drawing tablets, etc.

## Unit 3 - Thematic Series: Triptych

### Essential Questions:

1. How do artists and designers create works of art or design that effectively communicate?
2. How do artists grow and become accomplished in art forms?
3. Why do people value objects, artifacts, and artworks, and select them for presentation?
4. 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?
5. How does making art attune people to their surroundings?

### 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.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.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.

### Learning Targets

- I can create a series of work using a variety of materials to present complex solutions to different applications of media
- I can create a variety of thoughtful and in depth solutions for a series of creative problems.
- I can understand and implement methods of contemporary and traditional compositional techniques to refine artwork
- I can implement the elements and principles of design to encourage the development of an original and creative art work
- I can demonstrate knowledge of composition vocabulary and skills to generate advanced artistic solutions

- I can create a series of original, complex, and creative art works that confidently utilize the elements and principles of design

### Assessment Evidence

#### Feedback & Scoring Rubric(s) based on Priority Standards

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

- [Visual Art and Design Rubric Format](#)

<b>Performance Assessment Options</b> <i>May include, but are not limited to the following:</i>	<b>Artistic Process</b> <i>Check all that apply:</i>	<b>Differentiation Strategies/ Strategies for Inclusion</b> <i>May include, but are not limited to the following:</i>
<i>Hands-on and large scale series of artwork (3 at minimum)</i>	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptive tools can be used to assist in drawing and material use, qualitative and quantitative assessment and/or criteria can be modified for individual students.</li> </ul>
Visually communicate meaning through multiple artworks, making connections between them.	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptive tools can be used to assist in drawing and material use, qualitative and quantitative assessment and/or criteria can be modified for individual students.</li> </ul>

### Digital Tools & Supplementary Resources

- Canvas and/or Google Classroom, recorded demonstrations and course website.
- Access to Adobe Photoshop, Adobe Illustrator and digitabrawing tablets, etc.

## Unit 4 - Advanced Drawing Techniques

### Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. Why do artists follow or break from established traditions?
3. How are artworks cared for and by whom?
4. How does engaging in creating art enrich people's lives?

### 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 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.

**Learning Targets**

- I can demonstrate knowledge of the elements and principles of design through practicing with different materials, techniques, and concepts in art-making
- I can research traditional and contemporary artists to encourage personal growth and knowledge of both drawing materials and techniques.
- I can implement the elements and principles of design to encourage the development of an original and creative art work.
- I can evaluate artwork through critique both orally and in writing
- I can create a variety of thoughtful and in depth solutions for a series of creative problems

**Assessment Evidence**

**Feedback & Scoring Rubric(s) based on Priority Standards**

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

- [Visual Art and Design Rubric Format](#)

<b>Performance Assessment Options</b> <i>May include, but are not limited to the following:</i>	<b>Artistic Process</b> <i>Check all that apply:</i>	<b>Differentiation Strategies/ Strategies for Inclusion</b> <i>May include, but are not limited to the following:</i>
<i>Mixed Media + Drawing :Drawing on new materials and drawing with multiple materials together.</i>	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Adaptive tools can be used to assist in drawing and material use, qualitative and quantitative assessment and/or criteria can be modified for individual students.</li> </ul>

<p>Experimental drawing tools, experimental drawing techniques and experimental applications of media.</p>	<ul style="list-style-type: none"> <li>✓ Creating</li> <li>✓ Presenting</li> <li>✓ Responding</li> <li>✓ Connecting</li> </ul>	<ul style="list-style-type: none"> <li>● Adaptive tools can be used to assist in drawing and material use, qualitative and quantitative assessment and/or criteria can be modified for individual students.</li> </ul>
<p><b>Digital Tools &amp; Supplementary Resources</b></p>		
<ul style="list-style-type: none"> <li>● Canvas and/or Google Classroom, recorded demonstrations and course website.</li> <li>● Access to Adobe Photoshop, Adobe Illustrator and digitabrawing tablets, etc.</li> </ul>		