

INTERMEDIATE DRAWING & PAINTING

Description:

For art to be deemed exemplary, it must show the application of skills beyond a basic level and reflect a personal style. In this first level beyond Foundations, students will use observational, inquiry-based thinking skills and will develop a greater understanding of imagination and personal expression. Students will learn a variety of wet and dry materials will be utilized with drawing, painting, printmaking, mixed media and the use of the Adobe Creative Suite Software programs. Students will begin to build a portfolio for college applications and, if they choose, for the AP Drawing and 2-Dimensional Design Portfolios.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Create compositional sketches that allow them to consider possible compositions, mark-making and color choices
- Advance their understanding of linear perspective and accurately draw three dimensional forms in space.
- Students will look intently at objects to discern their color beyond just the “local color.” They will use color to depict form convincingly.
- Explore creative applications to advanced printmaking techniques
- Reflect on work and class critiques
- Explore Art works created by famous artists and discuss their intent and techniques

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:

- Use a variety of mark making techniques, composition, value contrasts and color to explore expression and emotion.
- Effectively manipulate the space, and arrange the items in a given work of art to produce a desired effect while honoring established norms of good composition.
- Depict depth of field in the picture plane using: linear perspective; aerial perspective; overlapping; and relative scale of objects.
- Use technology to research, investigate and manipulate imagery.
- Apply color to create form and contrast.

	<p>Anchor Standard #5. Develop and refine artistic techniques and work for presentation.</p> <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>Units</u></p> <p>Unit 1 – Drawing from Observation II Unit 2 – Printmaking II Unit 3 – Intermediate Technology Unit 4 – Intermediate Painting</p>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Sample Assessments</u></p> <ul style="list-style-type: none"> • Practice rendering a variety of surfaces from observation – still life. • Compositional studies • Small studies to practice desired outcome of materials. • Gesture drawing • Using color to create value. • Drawing the figure in an environment.

	<p>selecting work for presentation, a portfolio, or a collection?</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? • 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? 	<ul style="list-style-type: none"> • Portrait Painting
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Pacing Guide

1st Marking Period

2nd Marking Period

Month 1

Month 2

Month 3

Month 4

Month 5

Unit 1	Unit 2	Unit 3	Unit 4
Drawing from Observation II	Printmaking II	Intermediate Technology	Intermediate Painting
6 weeks	4 weeks	2 weeks	6 weeks

Unit 1 – Drawing from Observation II

Unit Objectives

Students will be able to:

- Engage in an investigative process by developing a detailed plan to address the challenges and by using a variety of appropriate resources of multi-media and alternative media
- 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.
- Articulate their creative process
- Respond to the work and processes of class members

Skill Objectives

Students will:

- Use supplied media to interpret three dimensional objects onto a two dimensional plane.
- Experiment with various compositions of the forms; manipulating arrangement of forms and point of view.
- Apply value to interpret the various surfaces of a variety of forms; such as rough, shiny, dull.
- Use alternative as well as multi source materials in creating
- observation and reflection in drawing
- Begin to draw the human figure as gesture drawings

<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 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"> • Begin with a series of small studies to practice composition, and value application to create form and surface • Creation of a finished piece that is the culmination of the practice and exploration that has been completed. 	<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 – Printmaking II

Unit Objectives

Students will be able to:

- Summarize artistic themes for printmaking assignments
- Cultivate form and content in prints
- Identify the formal elements and principles of design
- Select a variety of media and techniques for course assignments
- Understanding inking techniques

Skill Objectives

Students will:

- Organize the formal elements of art and principles of design in course assessments
- Present a body of work that shows an extended and advanced knowledge of skill set over Printmaking I
- Apply drawing techniques to etching, lithography, and/or mono-prints
- Apply inking techniques

<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 art-making 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"> • Students create preliminary sketches to explore various solutions to the creative problem. • Use a variety of printmaking techniques 	<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.

Unit 3 – Intermediate Technology

Unit Objectives

Students will be able to:

- Apply technology to the art making process.
- Understand different platforms that allow them to transform the art making process.
- Self-direct various ways for planning and organizing their ideas.
- 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.
- Understand how to transform existing ideas and knowledge into new ideas, products, and processes.
- Weigh evidence, arguments, claims and beliefs in order to critically and effectively solve problems and to justify conclusions.
- Make strategic and ethical use of a range of media to enhance understanding of and interest in a claim or assertion.

Skill Objectives

Students will:

- Upload files and information into various programs.
- Edit photographs for reference.
- 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 that shows advancement from Technology I
- Draw on tablet using a stylus
- Use a digital illustrating software program

<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 7: Perceive and analyze 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> 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><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 Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p>	<p><u>Enduring Understandings</u> 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><u>Essential Questions</u> 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><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 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><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.</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p>		<p><u>Process Components</u> Analyze, Select, Share</p> <p>Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p>	
<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Students use technology to edit and enhance an original photo to use as a reference. • Students use technology to apply the elements of art and principles of design to create original works of art. 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Students use technology to create a digital portfolio of their artwork. 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Students use technology to present and share ideas for original works of art. 	<p><u>Sample Performance Assessments</u></p> <ul style="list-style-type: none"> • Students use technology to research. • Students explore how artists use computer technology to create works of art.

Unit 4 – Intermediate Painting

Unit Objectives

Students will be able to:

- Further develop the process of artistic research.
- 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:

- Use the features of acrylic paints 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 color theory to create contrast and form.

<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"> • Students share ideas throughout the creative process. • Students articulate their own creative process. • Students articulate how their work is influenced by relevant traditional and contemporary criteria as well as personal artistic vision. 	<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.