

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Drawing 1AB				Course Code		C0380-381			
Transcript Title:		Drawing 1AB		Grades Levels:		9-12		Board Adoption Date:		06/09/2020	
Content Area:		Visual Arts		GPA Scale:		4.0		Date Course Submitted:		3/6/2020	
Credential Required:		Art		Graduation Subject Areas:		Humanities		CALPADS Code:		9000	
UC/CSU “A-G” Area Approvals:			F		School Site/person that wrote and submitted the course:				Newport Harbor High School Debbie Jara		
Recommend Skills:	None										
Next course(s):	Art 2										
Textbook to be used:	N/A										

COURSE DESCRIPTION *(catalog summary):*

Drawing 1AB is a year-long foundational visual arts course that teaches students the Visual Art Content Standards for 9-12 grade through the lens of Drawing. Students will create a variety of unique artworks that demonstrate mastery in all areas of foundational drawing techniques, beginning with the application of the Elements of Art and Principles of Design and skill-building exercises. Students will investigate different forms of drawings, such as contour, outline, gesture, and various mark-making techniques. Students will use a variety of media, including graphite, charcoal, markers, pen, and ink, and pastels to create quality artworks. Students will analyze visual information, respond to artists' works as well as their own, in written and oral form using critical thinking skills to make their judgments. Using their knowledge of the Elements and Principles, the students will develop criteria to evaluate works of art in various contexts. Students will also demonstrate an understanding of the historical timeline, as it relates to drawing, and apply their knowledge to create visually exciting works that show a connection to history and cultures. Students will learn about careers in the arts and develop the practice of self-discipline, goal setting, effective time management, and active participation to prepare them for success in the visual arts.

GOALS *(expected performance outcomes for students):*

Students will learn to use the Elements and Principles of design to create works of art.

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- Students will identify and use the Elements and Principles of design to discuss, analyze, interpret and judge to speak and write about works of art, including their own.
- Students will solve visual arts problems that involve the effective use of the elements of art and the principles of design.
- Students will learn how artists record and reflect and organize their ideas and artworks.
- Students will be able to identify the styles of artists and cultures throughout history as they relate to drawing.
- Students will learn about careers in the arts.
- Students will develop creative skills in problem-solving, communication and time management.

CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards):*

Artistic Perception

1.0 Students perceive and respond to works of art, objects in nature, events, and the environment.

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

Creative Expression

2.0 Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.4 Review and refine observational drawing skills.

2.5 Create an expressive composition, focusing on dominance and subordination.

2.6 Create a two or three-dimensional work of art that addresses a social issue.

Historic and Cultural

3.0 Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artist

3.1 Identify similarities and differences in the purposes of art to create in selected cultures.

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place and cultural influence are reflected in selected works of art.

4.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design and aesthetic qualities.

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influenced the interpretation of the meaning or the message in a work of art.

4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

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4.5 Employ the conventions of art criticism in writing and speaking about works art.

5.0 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem-solving, communication, and management of time and resources that contribute to lifelong learning and related to the visual arts.

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history

EVALUATION *(how the effectiveness of the course will be monitored and assessed):*

Students achievement will be measured using multiple assessment tools including, but not limited to: class participation, written responses, oral presentations, quizzes/test, and a variety of drawing projects.

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Unit 1	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Introduction to Drawing What is a drawing? Why is it important?	Portfolio Sketchbook Syllabus Purpose Culture/History Timeline Time Management Responsibility Organization Inspiration Motivation Problem Solving Critical Thinking	Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations VAPA 1.0 Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. VAPA 3.0 Prepare a portfolio of original two and three-dimensional works of art that reflects refined craftsmanship and technical skills. VAPA 2.2 Understand the importance of keeping a visual journal/sketchbook to record ideas, drafts, notes, and definitions VAPA 2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills. VAPA 2.3	Students will understand class rules, procedures, responsibilities, and expectations. Students will understand how to work individually and as a group for the effective attainment of goals. Pre-Instruction tests will be given to assess where the student is at the beginning point of drawing class. Students will understand the importance of keeping and making a portfolio. sketchbook/visual journal to record ideas, drafts, notes, and definitions. Overview of the history of Drawing from the Prehistoric to the 20th century. After the presentation, students will create a timeline with significant events from drawing's history. Students understand why art/drawing is important to learn about and understand. Students will write about how drawing is relevant in their lives?	Google Slides Art timeline Sketchbook Portfolios Visual Journals Pre-Instruction Test
Differentiation	Support -- for students who are struggling with the content	Content: <i>The teacher will show various pictorial examples during class time. Learning experiences will appeal to different types of learners (visual, auditory, reading/writing, and kinesthetic)</i> Process: <i>The teacher will model and ask several questions during the introduction and demonstration process. The students will answer questions together as a class. Students will be put into high/low groups</i>		

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		<i>to complete the Art History Timeline project.</i> Product: <i>A detailed rubric will be offered at the start of the unit along with examples of each rubric column. Students may have additional time to complete the task.</i> Content: <i>Students will demonstrate the application of their knowledge as they complete the Art History Timeline project.</i> Process: <i>Students will organize their images for their Art History timeline. Students can add additional images to their timeline. The students can also assist other students who might need help in their group.</i> Product: <i>Students will complete an Art History Timeline that includes additional images.</i>	
Evaluation		Formative Assessments <i>(ongoing & mid-lesson):</i> Pre - Test: Establish a baseline of performance and understanding of art vocabulary, skills and art history.	
		Summative Assessments <i>(unit final evaluation):</i> Test, quiz or performance task demonstrating understanding and compliance with classroom guidelines. Students will create a timeline showing different Art from Prehistoric to the 20th century as it relates to drawing. Students will write a written statement about the importance of Art and Drawing. This statement will be revisited at the semester's end to see if attitudes/feelings have changed.	

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Unit 2	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>The Elements and Principles</i> <i>What is the language of Art?</i>	Elements of Art Line Shape Form Color Value Texture Space	Solve a visual arts problem that involves the effective use of the elements of art and principles of design. VAPA 2.1 Develop an understanding of the "language of art" through vocabulary building exercises and activities. VAPA 1.0	Students will learn to recognize, define, recreate, apply, and analyze the elements of art and principles of design. Students will be given an illustrated guide to the elements of art and principles of design during a Google Slide presentation. Students will take notes and practice illustrating all of the Elements and Principles of Art in their sketchbooks.	Google Slide with Art Vocabulary Google Slide on Art Criticism and worksheets Elements and Principles notes and worksheets
	Principles of Design Balance Pattern Proportion Emphasis Harmony Rhythm Movement Variety Unity	Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design. VAPA 1.4 Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. VAPA 2.0	Students will take a short quiz to assess their knowledge. The student will then be asked to draw the Elements and Principles (worksheet) to demonstrate their knowledge and application. The teacher will model how to write an art criticism. The students will practice writing and analysis to a famous work of art with the teacher's guidance.	
	Criticism/Critique Describe Analyze Interpret Judge	Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. VAPA 1.1	For their final project, the students will be asked to create an original work of art that illustrates the Elements/Principles of their choice.	
	Art Critic	Describe the principles of design as used in works of art, focusing on dominance and subordination. VAPA 1.	During the class critique, the students will critique the work of another student(s) using the elements and principles, applying knowledge as an Art Critic. The student will also turn in a final written piece as a research paper that must include the	

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			conventions of art criticism such as describing, analyzing, interpreting and judging.	
Differentiation	Support -- for students who are struggling with the content	Content: <i>All new vocabulary will be posted on walls with pictorial examples. The teacher will show a variety of pictorial examples during class time. Learning experiences will appeal to different types of learners (visual, auditory, reading/writing, and kinesthetic).</i> Process: <i>The process of identifying key design elements in art will be accessible by website and in the form of written directions. Examples of the art criticism process will be posted on the teacher's website so that students can reference it.</i> Product: <i>A detailed rubric will be given at the start of the unit. The rubric will include project examples for each column. Students may receive additional time to complete projects</i>		
	Extension – for high achieving students.	Content: <i>Students will demonstrate their knowledge by illustrating their choice of the Elements and Principles to illustrate an original work of art.</i> Process: <i>Students will decide on their own images to use and combine them in their work of art.</i> Product: <i>Create an original work of art that displays their knowledge of Elements/Principles of design.</i>		
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>The teacher will use the beginning of the class to discuss the Elements of Art and Principles while doing so will check for understanding of content and purpose. An In-progress critique will be given and the teacher will model the Art Criticism process (describe, analyze, interpret and judge).</i>			
	Summative Assessments (unit final evaluation): <i>Students will be able to identify the elements and principles and use them in a critique of another student's work as well as their own. Create an original artwork that illustrates their choice of the Elements of Art and Principles of Design.</i>			

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Unit 3	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Perspective <i>How do you show depth in a two-dimensional drawing?</i>	Line Shape Space Form Value Texture Linear Perspective Renaissance Horizon Line Vanishing Point Architecture Receding Lines Proportion Photo Realism 1-point perspective 2 point perspective Sighting 3-point perspective	Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. VAPA 3.0 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design VAPA 2.1 Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. VAPA 2.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. VAPA 2.0 Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. VAPA 4.0	Students will look at and analyze the work of artists who used perspective during the Renaissance through to the 20th century. The students will understand how artists create an illusion of space through the manipulations of the elements of art. Students will accurately use a ruler for measurement and to make straight lines. Teachers will demonstrate and model how to use various sighting techniques. Students will practice sighting techniques. This may help students who are having difficulties understanding the concept. The students will learn and practice through a variety of skill builders both 1 and 2 point perspectives. The student will use either 1 or 2-point perspective to create a city for their final project.	Google Slides on Elements Google Slide Linear Perspective 1 and 2-point Perspective worksheets

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Differentiation	Support -- for students who are struggling with the content	Content: Students will expand upon their cityscape by adding more additional buildings to their projects. They can also add value/color to their final piece. They may also want to expand to a 3-point perspective cityscape. Process: The teacher will demonstrate in a large group and then in smaller table groups for those who need it. Sighting techniques will be demonstrated. These techniques may help them to understand what they see. Video tutorials will be posted on the Teacher's webpage students will be able to pause videos to follow along. Product: A detailed rubric will be offered with several examples posted for each column score. Students may use simplified shapes for their cityscape	
	Extension – for high achieving students.	Content: Students will expand upon their cityscape by adding more additional buildings to their projects. They can also add value/color to their final piece. They may also want to expand to a 3-point perspective cityscape. Process: Students will learn about 3-point perspective and add an alternate point of view (birds-eye or worms-eye) to their drawing. Students can find further examples of 3-point perspective in superhero comic books, cartoon strips, or images on Web sites. Product: Students will create complex cityscape in 3-point perspective with an alternate point of view (bird-eye or worms-eye)	
Evaluation	Formative Assessments (ongoing & mid-lesson): Frequent checks for understanding of rulers and perspective concepts. During an in-progress critique students' work will be evaluated by their peers and offered constructive criticism. Project will be assessed according to rubric guidelines. Students will evaluate their work based on the rubric and complete reflection questions.		
	Summative Assessments (unit final evaluation): Project will be assessed according to rubric guidelines. Students will evaluate their work based on the rubric and complete reflection questions.		

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Unit 4	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Still Life What is direct observation? What is light?	Implied Line Sighting Viewfinder Composition Contour Gradation Positive Space Negative Space Light Logic Direct Observation Highlight Shade Cast Shadow Atmospheric Perspective Intensity Edge Stroke Outline Blind contour Cross contour Stippling Cross-hatching Hatching Contrast Chiaroscuro Depth	Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. VAPA 1.0 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. VAPA 1.1 Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. VAPA 2.0 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. VAPA 2.1 Review and refine observational drawing skills. VAPA 2.4 Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. VAPA 3.0 Students analyze, assess, and derive meaning from works of art, including	Students will view and analyze a variety of “Still Life” examples drawn by various artists throughout history. Students will demonstrate accurate basic sketching from direct observation, showing an understanding of sighting, compositional arrangement, using a viewfinder, proportion, perspective, and negative/positive space. Students will create various blind contour and modified contour drawings of various simple objects. Students will create a value scale. Varied performance tasks (timed sketches, value practice, practice various line types/mark-making techniques) Students will practice drawing and object still life and fabric still life. For their final project, the students will create a still life that best reflects their own interests. The student will use specifically the elements of value, line, shape, space, and texture to solve these visual art problems while practicing and developing observational drawing skills. Students will answer reflection questions and participate in a class critique.	Still Life objects Fabric Google Slides variety of teacher-selected images A variety of Media/Material

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		their own, according to the elements of art, the principles of design, and aesthetic qualities. VAPA 4.0		
Differentiation	Support -- for students who are struggling with the content	Content: <i>Students can use visual aids (plastic viewfinder with grid) that help to flatten 3-dimensional shapes by drawing on it with a vis-a-vis marker. Students can also use their phones to take a photo of the still life. This will help students to flatten the 3-dimensional objects.</i> Process: <i>The process will be demonstrated to a larger group, then again in smaller groups for those who need it. Visual aids will be given and students will understand how to use them during a teacher's demonstration. Students will also be allowed to use their phones to take a picture of their "Still Life" to flatten it. Instructional videos will be posted on the teacher's webpage.</i> Product: <i>A detailed rubric will be offered at the start of the unit with examples for each rubric column. Students may be given extra time to complete the task.</i>		
	Extension – for high achieving students.	Content: <i>Students can expand upon their "Still Life" by creating a more complex viewpoint. They may also include the process of showing reflections, mirror or glass items in their work.</i> Process: <i>Students will look at and study/analyze the work of various artists who use reflective, glass and complex objects in their still life compositions</i> Product: <i>Students will produce a more complexed "Still Life" arrangement and use color media (color pencils/pastels)</i>		
Evaluation	Formative Assessments (ongoing & mid-lesson): Performance tasks - timed sketches, value practice, contour drawings to check for understanding. Value shading Frequent checks for understanding in active and passive forms			
	Summative Assessments (unit final evaluation): The project will be assessed according to rubric guidelines. Written, oral and active participation in the final critique.			

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Unit 5	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Symmetry How is symmetry used in different cultural context?	Bilateral Radial Mandalas Islamic Art Native American Sand paintings Tibetan Buddhism Line Shape Pattern Rhythm Color	Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. VAPA 3.0 Identify similarities and differences in the purposes of art created in selected cultures. 3.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art. VAPA 4.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design VAPA 2.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. VAPA 1.1	Students will learn about bilateral and radial symmetry viewing examples, readings, videos, and hands-on projects The students complete 2 finished pieces that show bilateral and radial symmetry. The student will complete a bilateral design that is influenced by nature. The students will look at and study the history of Mandalas in various cultures and use this info to complete a written assignment to assess understanding of the process, history, and symbolism of Mandalas. They will use their invented imagery to develop a Mandala design that symbolizes himself or herself The students will learn to execute a technical process to form a radial design that shows craftsmanship and creativity. The students will also complete a reflection to help articulate the symbolic meaning of his or her Mandala, and connect it to his or her life more broadly.	Google Slide History of Mandalas worksheets critique form Self-assessment form
Differentiation	Support -- for students who are struggling	Content: <i>Students can come in during office hours for individual instruction. Tutorials will be posted on the teacher's webpage</i> Process: <i>Students will be given individual instruction and be offered templates to trace if needed. The</i>		

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	with the content	<i>process will be accessible on the teacher's webpage</i> <i>Product: A detailed rubric will be offered at the start of this unit along with examples for each column. Students may have additional time if needed.</i>		
	Extension – for high achieving students.	<i>Content: Students may expand upon the theme of designs to include a different form of media. They may combine various forms of media to create their designs.</i> <i>Process: Students will learn how to incorporate new media into their designs.</i> <i>Product: Students will create a design that combines several forms of media</i>		
Evaluation	Formative Assessments <i>(ongoing & mid-lesson):</i> Students will practice several designs after the teacher's demonstration. The teacher will check for understanding.			
	Summative Assessments <i>(unit final evaluation):</i> Students will create 2 designs (bilateral and radial) each will incorporate the elements and principles of design and will have personal meaning. Students will write a personal reflection to help articulate the symbolic meaning of his or her Mandala, and connect it to his or her life.			

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Unit 6	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Portrait Drawing What makes a successful portrait?	Grid Face Proportions Gesture Line quality Positive/Negative Space Contour Line Unity Composition Tone Mark Making	Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. VAPA 2.0 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. VAPA 2.1 Review and refine observational drawing skills VAPA 2.4	This unit provides plenty of scaffolder drawing activities and skill builders to prepare a student for the culminating portrait drawing. Students will revisit contour exercises learned in a previous unit as they create several line drawings of themselves looking in the mirror. Students will practice drawing a variety of facial features through the use of teacher demonstrations and video demonstrations. The students will draw a realistic portrait of a person of their choice using a grid. Looking at line directions and shapes as part of a whole. They will research the person of their choice and write a short biography about them to be present to the class.	visual aids materials/media mirrors Video (facial features) worksheets
Differentiation	Support -- for students who are struggling with the content	Content: <i>Students will be given extra help and visual aids (plastic viewfinder) to help them to flatten 3-dimensional shapes. Video drawing tutorials will be posted on the teacher's webpage.</i> Process: <i>Visual aids (plastic viewfinder, and pre-drawn graph paper) to help students look at larger shapes. Video tutorials will be posted on the teacher's website for students to access.</i> Product: <i>A detailed rubric will be offered at the start of this unit along with examples for each column. Students may have additional time if needed.</i>		

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	Extension – for high achieving students.	Content: <i>Students may want to expand the portrait by incorporating multiple views such as three-quarter, profile, and a full view into one drawing without the use of a grid.</i> Process: <i>Students will create several drawings of the subject from different viewpoints and use the elements and principles to create an effective composition</i> Product: <i>Students will create a portrait that incorporates several viewpoints.</i>	
Evaluation	Formative Assessments (ongoing & mid-lesson): Students will complete several practice sketches to check for understanding. The in-progress critique will allow students to understand what is expected of the project.		
	Summative Assessments (unit final evaluation): <i>Students will create a gridded portrait and will research their chosen person and present it to class on the day of the critique. A detailed rubric will aid in scoring artwork.</i>		

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Unit 7	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Dominance and the Figure</i> <i>How is a dynamic composition created?</i>	Emphasis Contrast Dominance Subordination	Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. VAPA 1.0 Review and refine observational drawing skills. VAPA 2.2 Create an expressive composition, focusing on dominance and subordination. VAPA 2.5 Describe the principles of design as used in works of art, focusing on dominance and subordination. VAPA 1.2	The unit will teach students to create dynamic compositions with a dominant focal point. The student will analyze a famous example from art history that shows a dominant focal point. Using text and images, the student will understand and be able to identify a dominant focal point in various works of art. A short formative assessment gauges the student's understanding of the concepts. Students will continue to build observational drawing skills as they focus on the whole body gesture. Students will watch a demonstration by the teacher and after they will complete 12 two-minute gesture drawings. To apply their knowledge, the students will rearrange various poses on the paper to create a dominant focal point.	Google Slide Media Worksheets Critique form
Differentiation	Support -- for students who are struggling with the content	Content: <i>Video tutorials will be posted on the teacher's webpage. Students may come in during office hours.</i> Process: <i>Students will learn about breaking the subject into basic shapes (egg, sphere, cone, cylinder, and cube) The teacher will demo in big groups and then smaller groups for those who need it. Video tutorials will be posted on the teacher's webpage.</i> Product: <i>Detailed rubrics will be given with examples for every column. Students may have more time if</i>		

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		<i>needed.</i>		
	Extension – for high achieving students.	Content: <i>Students will expand upon the figure by researching a famous Renaissance artist. They will sketch several of their sketches to understand the artist's mark-making techniques (artist handwriting). The students will incorporate what they learn into the final piece.</i> Process: <i>Students will create a figurative work that incorporates the artist's (researched)) handwriting with multiple figurative poses that are arranged to create a feeling of dominance.</i> Product: <i>Students will create a figurative work that incorporates the artist's (researched)) handwriting with multiple figurative poses that are arranged to create a feeling of dominance.</i>		
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Students will complete several gestural drawings to check for understanding. The in-progress critique will allow students to understand and assess their artwork as well as others.			
	Summative Assessments (<i>unit final evaluation</i>): The students will rearrange various poses on the paper to create a dominant focal point. Students will participate in a gallery walk for the final critique. Students will assess their work as well as the work of other students.			

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Unit 8	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Animal Adaptations-Exquisite Corpse What can we learn by drawing animals?	Thumbnails Composition Collage Surrealism Salvador Dali Exquisite Corpse Evolution Darwin Adaption	Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. VAPA 1.1 Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. VAPA 2.0 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. VAPA 2.1	During a slide presentation, the students will gain an understanding and appreciation for the variety of ways animals are used as subjects in a drawing. The students will continue to use grids as drawing aids as they draw animals from photographs. The students will learn about a be shown several artworks by the surrealist artist, Salvador Dali, specifically looking at how he combines different parts of animals to create a new creature. The student will participate in a Surrealist game called Exquisite Corpse. The students will brainstorm by collaging different animal parts together to make an exquisite corpse. The students will create a drawing that combines several animal parts together to create a new species. The students will also create a unique environment in which the new animal might live. After looking at the notes and writing of Charles Darwin, the students will finish off this unit by writing a short paragraph that explains the habitat, food chain, and social structure of their new creature.	<i>Google Slides with images</i> <i>Worksheets</i> <i>Research worksheet and critique form</i>

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Differentiation	Support -- for students who are struggling with the content	Content: <i>Students can come in during office hours for individual instruction. Tutorials will be posted on the teacher's webpage.</i> Process: <i>Students will be given individual instruction and be offered templates to trace if needed. The process will be accessible on the teacher's webpage.</i> Product: <i>A detailed rubric will be offered at the start of this unit along with examples for each column. Students may have additional time if needed.</i>		
	Extension – for high achieving students.	Content: <i>Students may want to expand on the animal project by incorporating an original story about the animal.</i> Process: <i>Students will create a larger work that incorporates several drawings of their animals and use the elements and principles to create an effective composition.</i> Product: <i>Students will create an artwork that is significantly larger and incorporates more animals and objects in the artworks</i>		
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Students will complete several practice sketches to check for understanding. In process critique will allow students to understand what is expected for the project.			
	Summative Assessments (<i>unit final evaluation</i>): Students will participate in a gallery walk for the final critique. Students will assess their work as well as the work of other students.			

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Unit 9	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>The Art of Cartooning</i> <i>Art Careers</i> <i>How do Artists work?</i> <i>How can illustration educate a viewer?</i> <i>What factors should be considered when illustrating a story or article?</i> <i>How images are used to tell a story?</i>	abstraction contour outline rendering realism proportion illustration	Create a work of art that communicates a cross-cultural or universal theme taken from literature or history. VAPA 5.2 Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. VAPA 5.0 They also learn about careers in and related to the visual arts. VAPA 5.0 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. VAPA 1.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. VAPA 2.1	The students will look at the work of various storybooks, newspapers, magazine illustrators, graphic designers, and storyboard illustrators. After a short discussion. They will compare the similarities and differences of their work. During a presentation the teacher will show several different examples of how different artists have illustrated one particular story. The students will participate in a short discussion about “what factors should be considered when illustrating a story or article?” How are images used to tell a story? How do the illustrations educate the viewer? The student will choose to illustrate a fairytale story, newspaper, or magazine article. The students will read through several stories, or magazine/newspaper articles before they choose one to illustrate. The students will brainstorm ideas by creating a mind map and several thumbnail sketches. This will force them to be concise with the images that they will choose for their final project. They will need to solve various design problems to make sure that they have an effective composition. The students will turn in one illustration for	<i>Google Slides with various images</i> <i>Worksheets</i> <i>Various Material and Media</i>

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			their final drawing. They will answer reflection questions about it and present it to the class during a class critique.	
Differentiation	Support -- for students who are struggling with the content	Content: <i>Notes will be posted as well as video tutorials on the teacher's webpage. Students may come in during teacher's office hours.</i> Process: <i>Several handouts (ideas for character design) will be given to be used as drawing aids. Students will be able to collage found images and incorporate their design. They may also be able to use the light table as a drawing aid.</i> Product: <i>Rubric with detailed images for each column will be given. Students may have extra time to complete the project.</i>		
	Extension – for high achieving students.	Content: <i>The students can expand upon this project by creating a 2-page spread in the style of a comic strip.</i> Process: <i>The students can expand upon the inspired story by adding their own influences to it. The students will research several comic artists and use their drawings as inspiration for their own artwork. The students will think about the layout and composition of each frame and how they work together as a double page spread.</i> Product: <i>The students will create an original double page illustration that is inspired by a story, fairytale of article but adds elements of the students' original story.</i>		
Evaluation	Formative Assessments (ongoing & mid-lesson): The teacher will check for understanding by having students do brainstorming exercises and complete thumbnails to generate ideas for their project.			
	Summative Assessments (unit final evaluation): The students will turn in one illustration for their final drawing. They will answer reflection questions about it and present it to the class during a class critique.			

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Unit 10	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Drawing for Change - Social Message</i> <i>How does history and events help to inform the meaning in an artwork?</i> <i>How does the medium and style help to produce an emotional effect?</i> <i>What can we learn from the Artist Handwriting?</i>	Kathie Kollwitz Expressionism Describe Analyze Interpret Judge Research Appropriation Influence Copyright Mark Making Artist Handwriting	Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art VAPA 4.1 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context. VAPA 4.2 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art. VAPA 3.3 Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. 2.0 Create a two- or three-dimensional work of art that addresses a social issue. VAPA 2.6 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work. VAPA 1.3	Students will study the historical context of several artists and learn how historical events influenced their work. The life and work of Kathie Kollwitz will be discussed in great detail, especially her works with a social message of war and motherhood. The students will participate in a quick write to check for understanding of the historical connections between her 2 themes of war and motherhood. The students will be asked to use the Principles of Design to analyze her work, specifically in regards to how she affects mood in her work? The student will research an artist of their own choosing and create a well-developed essay about the influences, historical context and meaning of the artist's work. The students will then create an art piece that expresses a social message and is both influenced by the artist they researched and the artwork of Kathie Kollwitz's. The students will present their artwork and research to the class for a final grade.	<i>Google Slides with images</i> <i>Worksheets</i> <i>Various Media and Materials</i> <i>worksheets</i>

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Differentiation	Support -- for students who are struggling with the content	Content: <i>Class notes and presentations will be posted on the teacher webpage. Students may come in during office hours.</i> Process: Brainstorming techniques and social topics will be shown to the students to give them ideas about what to research. The students can choose to collage several images into their final drawing. Product: <i>A detailed rubric will be given with examples for each column. Students may have extra time if needed.</i>		
	Extension – for high achieving students.	Content: <i>Students can expand on the idea of social topics by collaborating with other students in class to produce a larger piece.</i> Process: <i>The students will choose 1-2 other students to collaborate with to create a diptych or triptych. The student must decide how they will use the elements and principles to unify their designs so that they appear to be cohesive</i> Product: <i>The students will create a cohesive diptych, or triptych that illustrates a social message that is influenced by the artists they researched.</i>		
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): The teacher will frequently check for understanding by having the student complete several thumbnails of their ideas			
	Summative Assessments (<i>unit final evaluation</i>): The students will then create an art piece that expresses a social message and is both influenced by their artist of choice as well as the artwork of Kathie Kollwitz's. The students will present their artwork and research to the class for a final grade. Rubric will be used for final assessment			