Catasauqua Area School District
Planned Course of Study

Course Title: Drawing I

Grade Level(s): Grade 9-12

Text: N/A

Course Description

The Drawing I course is an introductory drawing course intended to encourage personal creativity and promote a successful beginning artistic experience for all skill levels. Students will explore a variety of artists and works of art with emphasis being placed on the design vocabulary, observation skills, materials, techniques and processes. This course builds the foundation to prepare students who are interested in advancing to the Drawing II, Painting and Advanced Placement Art courses.

BIG IDEA

Observation

Essential Questions & Competencies

Essential Questions

-How do artists document the development of their artistic process?

-How does observation build artistic ability?

-Why is the design vocabulary important for creating and understanding works of art?

-Why is the Rule of Thirds important to creating a composition?

-What are two-dimensional media that artists choose for making works of art?

-How do artists use lines to express their ideas?

-How do artists achieve different textures in their artwork?

-How do artists use mathematics and the grid to transfer an image?

-How is color organized?

-How do colors interact with one another?

-How does shading create the illusion of depth on a two dimensional surface?

-How is the illusion of depth created using four basic forms: sphere, cube, cone, and cylinder?

-How is space created using 1-2 point perspective?

-How does proper use of a medium and process directly relate to artistic growth?

-How does reflection on a work of art help to develop skills and techniques?

-What criteria might be considered when selecting a work for a portfolio?

Competencies

-Generate a series of entries in a visual journal that demonstrates attention to skills, techniques, and ideas in process.

-Learn that with practice drawing from observation develops hand / eye coordination as it relates to what the eye sees and what ends up on the two dimensional surface.

-Understanding the design vocabulary provides an essential foundation for creating works of art.

-Understand and apply media, techniques, and processes.

-Understand how to create a dynamic composition with a set focal point.

-Explain how the color wheel is organized.

-Identify primary, secondary and tertiary colors in relation to color mixing.

-Experiment with different traditional and nontraditional media, techniques and processes to render the illusion of depth on a two dimensional surface.

-Make connections between the visual arts and other disciplines.

-Reflect upon and assess the characteristics and merits of their work and the work of others.

-Present a culmination of a body of work in a digital portfolio format.

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Course Syllabus

Course Content	Tentative Timeframe	State Standards
Establish Art Room Procedures and Pre-Assessments	3-Classes	9.1.12H
Visual Journal and Visual Journal Expectations	2-Classes to Begin /Continue Throughout the Semester	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12J 9.2.12C 9.2.12L 9.3.12A 9.3.12E 9.3.12G 9.4.12B
Everyday Lines	7-Classes	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12K 9.2.12A 9.3.12F 9.4.12A
Texture Up Close	8-Classes	9.1.12A 9.1.12B 9.1.12C 9.1.12J 9.3.12A 9.4.12D
Color Interactions	5-Classes	9.1.12A 9.1.12B 9.1.12C 9.1.12J 9.2.12C 9.3.12A 9.3.12B 9.3.12F 9.4.12D
Meaningful Compositions	5-Classes	9.1.12A 9.1.12B 9.1.12C 9.1.12F 9.1.12H 9.2.12C 9.2.12I 9.3.12A 9.3.12D

		9.4.12A 9.4.12B
Fooling The Eye	1- Classes	9.1.12A 9.1.12B 9.1.12C 9.1.12K 9.2.12I 9.3.12A 9.3.12D 9.3.12F 9.4.12A
Reversing Thought To Create Contrast	10-Classes	9.1.12A 9.1.12B 9.1.12C 9.1.12D 9.1.12H 9.1.12J 9.3.12D 9.4.12A
Perspective	20-Classes	9.1.12A 9.1.12B 9.1.12C 9.1.12D 9.1.12H 9.1.12J 9.2.12A 9.2.12B 9.3.12B 9.4.12C
Post Assessments	3-Classes	
Portfolio Presentation	5-Classes	9.1.12A 9.1.12B 9.1.12C 9.1.12D 9.1.12E 9.3.12A 9.4.12A

Teaching Strategies Utilized	
Pre-Assessment Post-Assessment Direct Instruction Demonstration Student Artwork Production Worksheets	Choral Responses Exit Tickets Written Self Reflection Rubrics Activities & Games Portfolio Presentation

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Art Room Expectations (3 Classes) ***The student will be able to:*** Understand and establish art room expectations. Demonstrate prior knowledge of materials, techniques and tools.	AW K AP R	Slideshow of art room expectations, safety procedures, online procedures, review course syllabus. Complete online student survey. Update student information. Kahoot! Art room expectations, procedures and course outcomes. Seating choice based on Kahoot participation. Assemble Storage Portfolio. Drawing Pre-Assessment ● Color ● Value ● Contrast ● Perspective	Teacher Observations. Online Survey Kahoot! Pre-assessment Drawing	9.1.12H

Resources/Materials
Slide presentation, online survey, information update, Kahoot! seating chart, Large Paper for Portfolio, Markers, Pencils, and Masking Tape, White and Black Paper for Drawing Pre-assessments, Colored Pencils, Rulers, Graphite Pencils, Erasers, and Objects for Drawing.
Interdisciplinary Relationships
N/A

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Visual Journal (2 Classes) **Essential Questions:** How do artists document the development of their artistic process? How does observation influence interpretation? Why is the design vocabulary important for creating and understanding works of art? ***The student will be able to:*** Create a Visual Journal by recording all visual data and processes conducted throughout the semester to understand what it means to be an artist. Practice recording data in both visual and written mediums. Strengthen problem solving skills to create a solution to each visual journal assignment. Experiment with different mediums and techniques throughout the semester.	AW K A R	A series weekly assignments that are relevant to each lesson (practice) that students will complete during class down-time or at home.	Product Production Rubric	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12J 9.2.12C 9.2.12L 9.3.12A 9.3.12E 9.3.12G 9.4.12B

Resources/Materials

Notebook or Sketchbook, Pencils, Erasers, Colored Pencils, Markers, Black Sharpie, Oil Pastels, Crayons, Glue, White Drawing Paper, Black Drawing Paper, Weekly Assignment List, Rubric.

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Critical Thinking and Problem Solving, Observe and Explore, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability, Organization, Attention to Craftsmanship.
Writing -Reflecting on work production and process.
Science -Exploring different mediums and interactions.
History -Relate works in the arts to varying styles and genre and to the periods in which they were created.
Reading -Daily 5-minute museum bell ringers that cover artists, art works, history, styles, interpretation and art criticism.

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Everyday Lines (7 Classes) **Essential Questions:** Why is the Rule of Thirds important to creating a composition? What are two-dimensional media that artists choose for making works of art? How do artists use lines to express their ideas? ***The student will be able to:*** Demonstrate how to create a variety of lines. Experiment and take risks when exploring a new art making process. Use a digital device to aid and assist in understanding line drawing. Practice organizing compositions using the Rule of Thirds with the aid of a digital device to create an interesting composition. Choose and arrange 3 different objects from everyday life to draw. Apply all 5 line techniques into their work of art. Explore different ways of using black marker and colored markers as an art making material. Explain their choices and decision making.	AW K A M R	5-Minute Daily Musem Bell Ringer Visual Journal Assignments. **Video:** "What is Line?" Types of line drawing guided activity ● Linear ● Expressive ● Contour ● Continuous Contour ● Blind Contour Photographing compositions of an object(s) using the iPad camera grid. Blending Marker Techniques Worksheet **Project:** Line Drawing of Everyday Objects	Worksheets Choral Responses Teacher Observation Exit ticket Product Production Self-reflection Rubric	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12K 9.2.12A 9.3.12F 9.4.12A

Resources/Materials

Slideshow presentation, 5-Minute Bell Ringer, Visual Journal Assignments, Supporting Videos, Guided Drawing Activity Worksheet, iPad, Everyday Objects for Photographing, Blending Markers Worksheets, Colored Markers, Thick Black Sharpies, White Drawing Paper, Scissors, Glue, Pencils, and Erasers.

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability.
Writing -Reflecting on work production and process.
Math- Rule of Thirds
History -Relate works in the arts to varying styles and genre and to the periods in which they were created.
Technology -Flattening images for better understanding of how lines create shapes.

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Course Title:

Grade Level:

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Texture Up Close (8 Classes) **Essential Questions:** What are two-dimensional media that artists choose for making works of art? How do artists achieve different textures in their artwork? ***The student will be able to:*** Differentiate between actual and implied texture. Experiment and take risks when exploring a new art making process. Identify and define various ways to create texture in a work of art. Echo actual and implied textures. Use a viewfinder to create an intriguing composition. Apply actual and implied textures to a work of art. Reflect on the aesthetic choices they made and how the choices impacted the final outcome.	AW K AP M R	5-Minute Daily Museum Bell Ringer Visual Journal Assignments. Video "What is Texture?" Actual Texture vs Implied Texture Slide Presentation. Actual vs Implied Texture Worksheet. Actual and Implied Texture Scavenger Hunt Rubbing Worksheet Actual and Implied Texture iPad Scavenger Hunt. Echoing Textures Worksheet. **Project:** Microscopic Cells	KWL Choral Response Visual Journal Assignment. Worksheets Teacher Observation Product Production Rubric 4,3,2,1 Reflection	9.1.12A 9.1.12B 9.1.12C 9.1.12J 9.3.12A 9.4.12D

Resources/Materials

Slideshow Presentations, 5-Minute Daily Museum Bell Ringers, Visual Journal Assignments, Supporting Videos, Worksheets, Crayons, Texture Boards, Exemplars of Actual and Implied Textures, Paper, Black Marker, Pencil, Erasers, View Finders and Magazines.

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Critical Thinking and Problem Solving, Observe and Explore, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability.
Writing -Reflecting on work production and process.
Science -Magnifying cells
Math -Scale and proportion
History -Relate works in the arts to varying styles and genre and to the periods in which they were created.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Color Interactions (5 Classes) **Essential Questions:** What are two-dimensional media that artists choose for making works of art? How is color organized? How do colors interact with one another? ***The student will be able to:*** Review, Identify, explain and demonstrate the order of primary, secondary, and tertiary colors on a color wheel. Understand, explain, and demonstrate the effects that colors have on each other. Reflect on the color choices they made and how the choices impacted the final outcome.	AW K A	5-Minute Daily Museum Bell Ringer Visual Journal Assignments. **Video:** What is color? Color Slide Presentation and worksheet ● Primary ● Secondary ● Tertiary ● Analogous ● Complimentary ● Split Complementary ● Neutrals **Activity:** Human Color Wheel **Activity:** Partners In Color **Activity:** Found Object Color Wheel **Activity:** The Effects That Colors Have on Each Other.	Color Pre-test Worksheets Teacher Observation of Activities Choral Response Exit Tickets Rubric Self Reflection Color Post Test	9.1.12A 9.1.12B 9.1.12C 9.1.12J 9.2.12C 9.3.12A 9.3.12B 9.3.12F 9.4.12D

Resources/Materials

Slideshow Presentations, 5-Minute Bell Ringers, Visual Journal Assignments, Supporting Videos, Worksheets, Color Activity Materials and Instructions, Construction Paper, Black Paper, Glue, Scissors, Exit Tickets, Pre-Test, Post-Test, Rubric and Self Reflection Questions.

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Critical Thinking and Problem Solving, Observe and Explore, Organizing, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability.
Writing -Reflecting on work production and process.
Science -Color theory and color interactions.
History -Relate works in the arts to varying styles and genre and to the periods in which they were created.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Meaningful Compositions (5 Classes) **Essential Questions** What are two-dimensional media that artists choose for making works of art? How do colors interact with one another? ***The student will be able to:*** Identify and differentiate between organic and geometric shapes. Experiment and take risks when exploring a new art making process. Students will select personal items to stylize shaped objects into simpler shapes (stylized) and discuss how this change impacts emotion, mood, aesthetics. Experiment with oil pastels to apply, blend and create light and dark values. Students will select three organic shapes and five geometric shapes while stylizing everyday objects. Reflect on the aesthetic choices they made and how the choices impacted the final outcome.	AW K A M R	5-Minute Musem Bell Ringer Visual Journal Assignments. **Video:** What is shape? Review shapes, compare and contrast an object and an object simplified (stylized). **Video:** The Effects of Color Practice simplifying everyday objects into simplified shapes. Review analogous and monochromatic color schemes. **Project:** Personal Stylized Still-Life	Worksheets Teacher Observation Choral Response Product Production Rubric Loves and Lessons Self Reflection	9.1.12A 9.1.12B 9.1.12C 9.1.12F 9.1.12H 9.2.12C 9.2.12I 9.3.12A 9.3.12D 9.4.12A 9.4.12B

Resources/Materials

Slideshow Presentations, 5-Minute Museum Bell Ringers, Visual Journal Assignments, Worksheets, Supporting Videos, Pencils, Paper, Everyday Objects to Simplify, Oil Pastels, Self Reflection Questions, and Rubric.

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Critical Thinking and Problem Solving, Observe and Explore, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability, Attention to Craftsmanship. .
Writing -Reflecting on work production and process.
Science- Color Theory and color interactions.
History -Relate works in the arts to varying styles and genre and to the periods in which they were created.

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Fooling The Eye (15 Classes) **Essential Questions:** How does value and depth in color create the illusion of depth on a two dimensional surface? ***The student will be able to:*** Experiment and take risks when exploring materials and a new art making process. Explain and demonstrate how to create a value scale in color using colored pencils. Explain and demonstrate how to mix color using colored pencil techniques; hatching, cross-hatching, scumbling, layering, and burnishing. Create a smooth transition of value with crisp edges to achieve a 3-D effect which will fool the eye. Reflect on the aesthetic choices they made and how the choices impacted the final outcome.	AW K AP M R	5-Minute Daily Museum Bell Ringer Visual Journal Assignments Color Schemes Presentation and worksheet ● Warm and Cool Colors ● Tints and Shades ● Polychromous Color Mixing using Colored Pencils worksheet ● Hatching ● Cross Hatching ● Scumbling ● Layering ● Burnishing Color Values Worksheet Ribbons Worksheet Sphere Worksheet **Project:** Eye Candy	Pre-Test Color Pencil Techniques and Values Teacher Observations Worksheets Choral Response Exit Tickets Product Production Rubric Post-Test Self Reflection	9.1.12A 9.1.12B 9.1.12C 9.1.12K 9.2.12I 9.3.12A 9.3.12D 9.3.12F 9.4.12A

Resources/Materials

Slideshow Presentation, 5-Minute Daily Museum Bell Ringers, Visual Journal Assignments, Pre-Test, Worksheets, Prisma Color Colored Pencils, White Paper, Pencils, Erasers, Hand Held Sharpeners, Rulers, Candy, iPad, Post-Test, Self Reflection Questions and Rubric.

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Critical Thinking and Problem Solving, Observe and Explore, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability, Attention to Craftsmanship.
Writing -Reflecting on work production and process.
Science -Color theory and interactions.
Math -1:1 Ratio Grid
History -Relate works in the arts to varying styles and genre and to the periods in which they were created.

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Reversiving Thought to Create Contrast (10 Classes) **Essential Questions:** How does shading create the illusion of depth on a two dimensional surface? How is the illusion of depth created using four basic forms: sphere, cube, cone, and cylinder? ***The student will be able to:*** Experiment and take risks when exploring a new art making process. Draw a 3-Dimensional realistic representational rendering of an object using only black and white. Create a full range of value in black and white with contrast and no outlines. Understand and demonstrate pressure variation when working with white colored pencil on black paper to create lighter values. Reflect on the aesthetic choices they made and how the choices impacted the final outcome.	AW K AP M R	5-Minute Daily Museum Bell Ringer Visual Journal Assignments. Value slideshow presentation. Demonstration and practice white pencil application on black paper. Value scale worksheet White sphere on black paper activity. Practice activity white soft ice cream folds on black paper. **Project:** Contrast That Pops!	Teacher Observations Choral Response Worksheets Exit Tickets Self-Reflection Product Production Rubric	9.1.12A 9.1.12B 9.1.12C 9.1.12D 9.1.12H 9.1.12J 9.3.12D 9.4.12A

Resources/Materials

Slideshow Presentation, 5-Minute Bell Ringer, Visual Journal Assignments, White Drawing Pencils, Black Paper, Erasers, Compass, Popcorn, Exit Tickets, Self Reflection Questions, and Rubric.

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Critical Thinking and Problem Solving, Observe and Explore, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability, Attention to Craftsmanship.
Writing -Reflecting on work production and process.
History -Relate works in the arts to varying styles and genre and to the periods in which they were created.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Perspective (20 Classes) **Essential Questions:** How is space created using 1-2 point perspective? ***The student will be able to:*** Experiment and take risks when exploring materials and a new art making process. Identify the vocabulary used to create the illusion of depth on a two-dimensional surface. Explain one and two-point perspective. Create a one-point linear perspective to communicate the illusion of depth and space. Create a two-point linear perspective to communicate the illusion of depth and space. Create a full range of values using graphite pencils. Create a composition in tape using 1 or 2-point perspective. Recreate a work of art in a different medium to show the illusion of depth. Reflect on the aesthetic choices they made and how the choices impacted the final outcome.	AW K AP M R	5-Minute Museum Bell Ringer Visual Journal Assignment **Video:** What is Perspective? Slideshow presentation one-point perspective and demonstration on how to draw boxes in 1-point perspective. ● Eye Level ● Birds Eye View ● Worms Eye View ● Foreshortening ● Overlapping ● Vanishing Point ● Converging Graphite Grades & Values Worksheet. Shading with Graphite Worksheet. **Activity:** Draw and shade a series of internal boxes using 1-point perspective Slideshow presentation two-point perspective and demonstration on how to draw and shade boxes in 2-point perspective. **Activity**: Mini Jenga Drawing **Activity:** Drawing with Tape	Perspective and Value Pre-Test Teacher Observations Choral Responses. Worksheets Exit Tickets Product Production Self Reflection Post-Test Rubric	9.1.12A 9.1.12B 9.1.12C 9.1.12D 9.1.12H 9.1.12J 9.2.12A 9.2.12B 9.3.12B 9.4.12C

		Project: Changing Views.		

Resources/Materials

Slideshow, 5-Minute Bell Ringer, Visual Journal Assignments, Pre-Test, Worksheets, Supporting Videos, Exit Tickets, Blue Painter's Tape, Drawing Pencils H, HB, 2H, 4H, F, 2B, 4B, 6B, Jenga, Rulers, Yard Sticks, White Drawing Paper, Erasers, Self Reflection Questions and Rubric.

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Critical Thinking and Problem Solving, Observe and Explore, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability, Attention to Craftsmanship.
Writing -Reflecting on work production and process.
Math- Linear Perspective and measurement skills.
History -Relate works in the arts to varying styles and genre and to the periods in which they were created.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Portfolio **Essential Questions:** How does proper use of a medium and process directly relate to artistic growth? How does reflection on a work of art help to develop skills and techniques? What criteria might be considered when selecting a work for a portfolio? ***The student will be able to:*** Create in a multimedia format, a portfolio reflecting all work completed over a period of several weeks.	R	Google Slideshow of artworks including reflections. Worksheets to guide written introduction and final reflection of artwork.	Worksheets Presentation Rubric	9.1.12A 9.1.12B 9.1.12C 9.1.12D 9.1.12E 9.3.12A 9.4.12A

Resources/Materials

iPad, photographs of student work over a period of several weeks, Written Introductions, Conclusion and Final Self Reflection.

Interdisciplinary Relationships

21st Century Skills – Creativity and Innovation, Organization, Reflecting, Taking Risks, Self-Direction, Productivity, Managing Time and Accountability, Attention to Craftsmanship.
Writing -Reflecting on work production and process.