Catasauqua Area School District
Planned Course of Study

Course Title: Drawing II

Grade Level(s): 9-12

Text: N/A

Big Idea

Perception

Course Description

This is an advanced drawing course that is designed to reinforce and expand on the student's prior knowledge from the Drawing I course. Emphasis will be placed on two-dimensional drawing that challenges the student's observations abilities as well as reinforcing the vocabulary and concepts learned in the Studio Drawing I course. The techniques and skills learned in this class will be necessary for students taking Advanced Placement Studio Art.

Essential Questions & Competencies

Essential Questions:

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

-How does observation influence perception?

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

-How are objects circular in shape rendered from different vantage points?

-How does an object's surface affect rendering values?

-How does lighting affect values on forms?

-How do forms change based on point of view?

-How do artists make drawings look realistic?

-What tools are used to make drawings look realistic?

-What role do fractions and proportions play in the creation of art?

-How does composition contribute to psychological effects in a work of art?

-How does an artist enlarge a drawing while maintaining accurate proportions?

-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.

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

-Understand and apply media, techniques, and processes.

-Understand that an ellipse is the result of viewing a circular object from any vantage point other than “straight on”.

-Analyze how artists use basic proportions as a tool in their compositions.

-Identify, explore and evaluate the physical proportions of the face.

-Create a foreshortened work of art that exaggerates the figure.

-Experiment with different traditional 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
Art Room Expectations & Pre-Assessment	4 Classes	9.1.12H
Visual Journal	1 Class Review/ Throughout 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
Ellipse In Perspective	5 Classes	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12J 9.3.12A 9.3.12B 9.3.12D 9.3.12G 9.4.12B
Reflections & Refractions	10 Classes	9.1.12A 9.1.12B 9.1.12C 9.3.12B 9.3.12D 9.3.12G 9.4.12B
Metallic Reflective Surfaces	8 Classes	9.1.12A 9.1.12B 9.1.12C 9.3.12B 9.3.12D 9.3.12G 9.4.12B
Cutting Into Forms	10 Classes	9.1.12A 9.1.12B 9.1.12C 9.3.12B 9.3.12D 9.3.12G 9.4.12B

		9.4.12D
Hyper Realism	10 Classes	9.1.12A 9.1.12B 9.1.12C 9.3.12B 9.3.12D 9.3.12G 9.4.12B
Face Study	20 Classes	9.1.12A 9.1.12B 9.1.12C 9.3.12B 9.1.12H 9.1.12J
Foreshortened Figure	10 Classes	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12J 9.1.12K 9.3.12B 9.3.12G 9.4.12B
Student Choice	Time Permitting	9.1.12A 9.1.12B 9.1.12C 9.1.12D 9.1.12H 9.1.12J
Post-Assessment Drawing	5 Classes	
Portfolio	3 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-Assessments

Post-Assessment

Direct Instruction

Demonstrations

Student Artwork Production

Worksheets

Choral Responses

Exit Tickets

Written Self Reflections

Rubrics

Activities

Portfolio Presentation

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Art Room Expectations & Procedures ***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. Seating Assemble Storage Portfolio. **Drawing Pre-Assessment** ● Reflective Object ● Self Portrait ● Foreshortened Hand	Teacher Observations. Online Survey Pre-assessment Drawing	9.1.12H

Resources/Materials

Slide presentation, Online Survey, Information Update, 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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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Visual Art Journal **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, Black Sharpie, Compressed Charcoal Pencils, Glue, White Drawing Paper, Tonal 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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Ellipse In Perspective (5 Classes) **Essential Questions:** How are objects circular in shape rendered from different vantage points? ***The student will be able to:*** Identify that an ellipse is a geometric shape that results from viewing a circular shape in perspective or from a different vantage point. Render an ellipse to create the illusion of a 3-Dimensional form on a 2-Dimensional surface. Use a variety of graphite pencils to build a gradation of tones from dark to light to create a smooth transition.	AW K AP M	5-Minute Museum Bell Ringer Visual Art Journal Assignments Direct Instruction and Demonstrations **Video:** How to Draw an Ellipse Slideshow Presentation How to Draw an Ellipse Worksheet **Video:** How to Shade White on White Shading Ellipses Worksheet Drawing and Shading Cup and Marshmallow Practice Worksheet **Project:** Cups & Marshmallows	Teacher Observations Worksheets Exit Tickets Self Reflection Peer Critique Rubric	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12J 9.3.12A 9.3.12B 9.3.12D 9.3.12G 9.4.12B

Resources/Materials

Slideshow presentations, Supporting Videos, 5-Minute Museum Bell Ringer Assignments, Worksheets, Cups, Marshmallows, White Paper, Variety of Graphite Pencils, Erasers, Self Reflection Question, TAG Worksheet, 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 and Collaboration.
Writing -Reflecting on work production and process.
Math- Geometry, symmetry, proportion and scale.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Reflections & Refractions (10 Days) **Essential Questions:** How does an object's surface affect rendering values? ***The student will be able to:*** Build on prior knowledge of how to draw an ellipse. Identify, understand and apply cross contour drawing as a series of lines that follows the contour of the object to create the illusion of form and volume on a 2-Dimensional surface. Explore how to use black and white colored pencil on toned paper. Understand how to use tone paper as a middle value when rendering a subject. Set up a still life composition using prior knowledge of the Rule of Thirds to draw and render objects on a 2-Dimensional surface that show reflections and refractions to create the illusion of 3-Dimensional forms. Reflect on the use of materials and how the medium impacted the final outcome. 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 Assignments Slideshow Presentation Reflections & Refractions Direct Instruction and Demonstrations Video: Setting Up the Drawing Video: How to Shade Using Black and White Colored Pencil on Toned Paper. Value Scale and Practice Shading Using Black and White Colored Pencil on Toned Paper. **Project:** Reflections & Refraction Personal Still Life	Teacher Observations Worksheets Exit Tickets Self Reflection Peer Critique Rubric	9.1.12A 9.1.12B 9.1.12C 9.3.12B 9.3.12D 9.3.12G 9.4.12B

Resources/Materials

Slideshow Presentation, 5-Minute Museum Bell Ringer Assignments, Visual Journal Assignments, Supporting Videos, Worksheets, Toned Paper, Black and White Colored Pencils, Erasers, Glass (Ellipse) Objects, Self Reflection Questions, Peer Critique Activity, 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 and Collaboration.
Writing -Reflecting on work production and process.
Math- Geometry, symmetry, proportion and scale.
Science- Observation of reflective surfaces.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Metallic Reflective Surfaces In Reverse (12 Days) **Essential Questions:** How does an object's surface affect rendering values? ***The student will be able to:*** Utilize technology (iPad) to take 3 or more photographs of a reflective still life from various angles. Evaluate photos for composition and interest, choosing one to use as a reference for their drawing. Explore erasing charcoal as a drawing medium to create contrast that gives the illusion of form. Reflect on the use of materials and how the medium impacted the final outcome. 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 Assignments Slideshow Presentation Drawing in Reverse Direct Instruction and Demonstrations Erasing Charcoal Practice with Mylar Balloons **Project:** Reflections in Metal	Teacher Observations Exit Tickets Self Reflection Peer Critique Rubric	9.1.12A 9.1.12B 9.1.12C 9.3.12B 9.3.12D 9.3.12G 9.4.12B

Resources/Materials

Slideshow Presentation, 5-Minute Museum Bell Ringer Assignments, Visual Journal Assignments, White Charcoal Paper, Compressed Charcoal, Vine Charcoal, Kneaded Erasers, Mylar Balloons, iPad, Metal Reflective Objects, Peer Critique Activity, Self Reflection Question, 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 and Collaboration.
Writing -Reflecting on work production and process.
Math- Geometry, symmetry, proportion and scale.
Science- Observation of reflective metallic surfaces.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Cutting Into Forms (8 Classes) **Essential Questions:** How does lighting affect values on forms? How do forms change based on point of view? ***The student will be able to:*** Draw the 6 Basic 3D forms: Sphere, Cylinder, Donuts, Cone, Pyramid, & Cube/Rectangular Prism. Learn how to accurately "slice" through the forms to see inside them and render with full shading. Create a dynamic composition using cuts and slices of the 6 basic shapes. Render the artwork in medium of choice (pencil, charcoal, white and black pencil, or colored pencil). Reflect on the use of materials and how the medium impacted the final outcome. 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 Assignments Slideshow Presentation Slicing Through Forms Direct Instruction and Demonstrations. Practice drawing forms from two different points of view. Practice drawing forms with a strong spotlight. Practice drawing cut forms sliced and diced. Practice rendering value and shading on sliced and diced forms with a strong spotlight. **Project:** Sliced & Diced	Teacher Observations Choral Response Exit Tickets Worksheets Self Reflection Peer Critique Rubric	9.1.12A 9.1.12B 9.1.12C 9.3.12B 9.3.12D 9.3.12G 9.4.12B 9.4.12D

Resources/Materials

Slideshow Presentation, 5-Minute Museum Bell Ringer Assignments, Visual Journal Assignments, 6 Styrofoam Forms for each group, Harsh Spotlight, White and Black Paper, Compressed Charcoal, Vine Charcoal, Colored Pencils, Graphite Pencils, Kneaded Erasers, Peer Critique Activity, Self Reflection Question, 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 and Collaboration.
Writing -Reflecting on work production and process.
Math- Space and shape relation**,** perspective, proportion and scale.
Science- Observation of interior objects.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Hyper Realism (10 Class Periods) **Essential Questions:** How do artists make drawings look realistic? What tools are used to make drawings look realistic? ***The student will be able to:*** Apply prior knowledge of setting up a still life drawing using hierarchy, overlapping and proportion. Create a hyper realistic work of art based on photographing food. Use and apply prior knowledge of colored pencil techniques. Explore grounding with pencil then layering colored pencil as a technique to create a hyper realistic drawing. Reflect on the use of materials and how the medium impacted the final outcome. 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 Art Journal Assignments Slideshow Presentation on hyper realism and grounding. Direct Instruction and Demonstrations. Value scale worksheet using graphite and colored pencils. Grounding using graphite and layering colored pencil worksheet. Review the parts of drawing a still life ● Hierarchy ● Overlapping ● Proportion Set up a still life composition using a hierarchy of three foods. **Project:** Playing with Food	Teacher Observations Exit Tickets Worksheets Self Reflection Peer Critique Rubric	9.1.12A 9.1.12B 9.1.12C 9.3.12B 9.3.12D 9.3.12G 9.4.12B

Resources/Materials

Slideshow Presentation, 5-Minute Museum Bell Ringer, Visual Journal, Worksheets, iPad, White Drawing Paper, Range of Graphite Pencils, Colored Pencils, Kneaded Erasers, Exit Tickets, Self Reflection Question, Peer Critique Activity, 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 and Collaboration.
Writing -Reflecting on work production and process.
Math- Perspective, proportion and scale.
Science- Observation of food and application of color theory.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Face Study (15 Classes) **Essential Questions:** What role do fractions and proportions play in the creation of art? ***The student will be able to:*** Explore facial proportions and value shading to complete a ½ portrait. Explore how to use lines and standard facial measurements to map the face. Practice drawing, value and shading how to draw realistic facial features in graphite. Apply knowledge of facial mapping, value and shading to create a realistic ½ portrait in graphite.	AW K AP	5-Minute Museum Bell Ringer Visual Art Journal Assignments Pre-test Magazine ½ Face Drawing Slideshow Presentation Parts of the Face Activity: Measuring Facial Proportions Direct Instruction and Demonstrations **Worksheets with Videos:** ● Mouth ● Eyes and eyebrows ● Nose ● Ears ● Hair **Practice:** Drawing Facial Features from a photograph. **Project:** Meet Me In the Middle (½ facial drawing).	Teacher Observations Exit Tickets Worksheets Self Reflection Peer Critique Rubric	9.1.12A 9.1.12B 9.1.12C 9.3.12B 9.1.12H 9.1.12J

Resources/Materials

Slideshow Presentation, 5-Minute Museum Bell Ringer, Visual Journal, Worksheets, iPad, Stick Glue, White Drawing Paper, Face Portraits Copied Black and White from Magazines, Range of Graphite Pencils, Blending Stumps, Kneaded Erasers, Exit Tickets, Self Reflection Question, Peer Critique Activity, 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 and Collaboration.
Writing -Reflecting on work production and process.
Math- Geometry, symmetry, proportion, measurement, fractions and scale.
Science- Observation of reflective metallic surfaces.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Foreshortened Figure (10 Classes) **Essential Questions:** How does an artist enlarge a drawing while maintaining accurate proportions? How does composition contribute to psychological effects in a work of art? ***The student will be able to:*** Create an image that is a scaled version of another image. Understand foreshortening and how it relates to space and proportion. Choose the medium of their choice. Draw a figurative work that accurately suggests proportion, pose, light and perspective.	AW K AP M R	5-Minute Daily Museum Bell Ringer Visual Journal Assignments 1:3 Ratio Grid Drawing Practice Worksheet Review. Introduction Activity: Gesture Drawing -drawingthe figure from direct observation Introduce students to what happens when the figure is presented in perspective. Use the iPad to take a foreshortened picture of the student. Use the grid method to layout the drawing and render the image in the medium of student choice (graphite, colored pencils, charcoal, colored chalk, black and white pencil). **Project:**1:3 Ratio Foreshortened Rendered Image	Teacher Observations Exit Tickets Worksheets Self Reflection Peer Critique Rubric	9.1.12A 9.1.12B 9.1.12C 9.1.12H 9.1.12J 9.1.12K 9.3.12B 9.3.12G 9.4.12B

Resources/Materials

Visual Journal Assignments, Large white paper for gesture drawing, Charcoal, Rulers, Colored Pencils, Graphite, Colored Chalk, Yard Sticks, Drawing Paper, Erasers, Ladder, iPad, Worksheets, Self Reflection Questions, 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 and Collaboration.
Writing -Reflecting on work production and process.
Math- Ratios, Perspective, proportion, mass, and weight.
Kinestheology - Posture is dependent on where the weight rests.

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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
Portfolio (3 Classes) **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.