EAST ISLIP SCHOOL DISTRICT
ART DEPARTMENT'S SECONDARY CURRICULUM CONSENSUS MAP
High School: Drawing

Drawing
Quarter 1

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
• Value Drawing • Trompe l'loeil Drawing • Perspective Drawing • Observational Drawing and Sketching • Elements of Art and Principles of Design	• What are the elements of a successful drawing? • What role does persistence play in revisiting, refining and developing work?	• Use of Viewfinder • Observational Drawing Techniques • Line weight • Rendering and Shading for Form • Stippling, Hatching, Cross-hating and Scribbling techniques • Contour Line Drawing, Blind Contour, Continuous Contour • Creating Depth and Distance • Creating the Illusion of Texture	• Math (Ruler skills, proportion, angles) • History (History of Still-life and trompe l'oeil drawing) • English (Exit Cards) • Careers	• Rubrics • Group Critiques • Individual Critiques • Self-Evaluation • Peer Assessment • Portfolio • Projects • Student Participation • Exit Cards • Questioning • Exploratory Techniques	• Various books and articles • Scholastic Magazine • Internet (various art sites) • PBS Video Library • Art Museums and Galleries

Departments of
ART Music
East Islip School District

Updated by Wottawa 11-16-15

Drawing
Quarter 2

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
• Portrait Drawing • Pen and Ink Drawing • Elements of Art and Principles of Design	• How does color influence visual art? • How does knowing and using visual art vocabularies help us understand and interpret works of art?	• Grid Enlargement • Creating original works with a concept, idea or theme • Using Color variety to enhance portraiture • Manipulate Pen and Ink techniques without pencil • Hybridization and Morphed/Meshed drawing techniques • Using color and value to create contrast • Color overlaying and blending	• English (Exit Cards) • Careers • History (The history of various art movements)	• Rubrics • Group Critiques • Individual Critiques • Self-Evaluation • Peer Assessment • Portfolio • Projects • Student Participation • Exit Cards • Questioning • Exploratory Techniques	• Various books and articles • Scholastic Magazine • Internet (various art sites) • PBS Video Library • Art Museums and Galleries

Departments of
ART Music
East Islip School District

Drawing
Quarter 3

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
• Figure Drawing • Gesture Drawing • Collaboration • Value Drawing • Elements of Art and Principles of Design	• How do artists and designers learn from trial and error? • How does collaboration expand the creative process?	• Creating movement through gesture drawing • Capturing the essence of the figure • Value block drawing with dry and wet materials • Drawing human anatomy in regard to proportion • Surface manipulation • Grid Enlargement • Value block drawing techniques with a variety of media	• English (Exit Cards) • Careers • History (The history of various art movements) • Science (Human Anatomy, Proportion, Topographic Map)	• Rubrics • Group Critiques • Individual Critiques • Self-Evaluation • Peer Assessment • Portfolio • Projects • Student Participation • Exit Cards • Questioning • Exploratory Techniques	• Various books and articles • Scholastic Magazine • Internet (various art sites) • PBS Video Library • Art Museums and Galleries

Departments of
ART Music
East Islip School District

Updated by Wottawa 11-16-15

Drawing
Quarter 4

Concept	Essential Questions	Skills, Strategies, Behaviors	Content Connections	Assessments (Formative and Summative)	Resources
• Plein-air Landscape Drawing and Painting • Elements of Art and Principles of Design	• What criteria are considered when selecting work for presentation, a portfolio, or a collection? • 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?	• Watercolor and India Ink Drawing • Depth and Distance Drawing • Charcoal Drawing Techniques • Drawing Natural Forms	• History (History of Plein-air Drawing) • English (Exit Cards) • Careers	• Rubrics • Group Critiques • Individual Critiques • Self-Evaluation • Peer Assessment • Portfolio • Projects • Student Participation • Exit Cards • Questioning • Exploratory Techniques	• Various books and articles • Scholastic Magazine • Internet (various art sites) • PBS Video Library • Art Museums and Galleries

Departments of
ART & Music
East Islip School District

Common Core Learning Standards Integrated/Fine Arts

Drawing		
	RL9-10.2/11-12.2	-Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. -Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
	RL9-10.3/11-12.3	-Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. -Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	RL9-10.4/11-12.4	-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). -Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
	RL9-10.5/11-12.5	-Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. -Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
	RL9-10.9	-Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Departments of
ART & Music
East Islip School District

Common Core Learning Standards Integrated/Fine Arts

Drawing	SL9-10.1/11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- CCSS.ELA-LITERACY.SL.9-10.1.A
  Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.SL.9-10.1.B
  Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- CCSS.ELA-LITERACY.SL.9-10.1.C
  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-LITERACY.SL.9-10.1.D
  Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL10-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- CCSS.ELA-LITERACY.SL.11-12.1.A
  Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.SL.11-12.1.B
  Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- CCSS.ELA-LITERACY.SL.11-12.1.C
  Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- CCSS.ELA-LITERACY.SL.11-12.1.D
  Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Departments of ART & Music
East Islip School District

Common Core Learning Standards Integrated/Fine Arts

Drawing		
	SL9-10.2/11-12.2	-Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. -Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	SL9-10.3/11-12.3	-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. -Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	SL9-10.5/11-12.5	-Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. -Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.