

DRAWING & PAINTING GRADES 10-12

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date: September 19, 2022

Revised by: EHS Art Department

Michael Nitti
Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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COURSE DESCRIPTION AND RATIONALE

This class is for those who love to draw and who want to seriously develop skills for a portfolio. Intensive skill development will be in line, value, and color. Students will work with graphite, charcoal, ink, watercolor, pen, and pastel. Elements and principles of design will be covered. Art history will be introduced. Students are to have a sketchpad. Homework will be given. For those majoring in any type of art (even computer graphics), this is a good foundation course to have. Students will render from observation, visual references and from the imagination. Subjects include still life, landscape, portraiture and fantasy/cartoon.

Students in this course will have 87 minutes per day for the semester.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration

Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects (9- 12)

Unit 1: Drawing

9 weeks

Why Is This Unit Important?

Students will become familiarized with the elements of drawing: line, value and color. Students will work with graphite, charcoal, ink, watercolor, pen and pastel. Elements and principles of design will be covered. Direct observation and memory using several styles and subjects, such as still-life, landscapes, figure and personal experiences will be used.

Enduring Understandings:

- Artists use elements of art and principles of design to organize visual works.
- Sketching and drawing is important to communicate important ideas and to inspire members of society.
- Drawing takes time and practice; one learns to draw by drawing often; progress is the result of refinement of technique.

Essential Questions:

- How did the most famous artists use drawing to design their famous works?
- Why is drawing the most fundamental art form?
- What careers exist for those skilled in drawing?

Acquired Knowledge:

- Line exploration – contour and gesture
- Value exploration – mass, linear, crosshatching
- One-point and two-point perspective

Acquired Skills:

- Use of color theory
- Shape exploration – overlapping and pure color
- Texture exploration – half tones and mixing

Assessments:

Formative Assessment:

- In-progress student/teacher critiques
- Peer to peer exchange
- Student self-evaluation
- Teacher assessment of completed works

Summative Assessment:

- Unit quizzes/tests
- Final exam
- Research Simulation Task (RST)

Benchmark Assessment:

- Assessment of Projects:
- Evaluation of use of the elements and principle such as:
 - Pen and Ink Projects: Line, Texture, Value
 - Charcoal still life: Composition (Space), Value

Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
- Feedback (verbal and written critique) gained from public display of artworks and participation in student art exhibition and competition.

Instructional Resources:

Core:

- Mittler, Gene A. *Art in Focus*. New York, NY; Columbus, OH; Woodland Hills, CA; Peoria, IL: Glencoe McGraw-Hill, 2000
- PowerPoints:
 - Art Elements and Principles of Design
 - Color Theory
 - Composition

Supplemental:

- Paper
- Pencils
- Drawing Paper
- Color Wheel
- View-Finder
- Charcoal
- Pastels
- Still Life Objects
- Teacher/Student Examples
- Art Posters
- Art Videos:
 - The Artists Workshop: Watercolors
 - Art is...Elements of Design

2020 NJSL:

- 1.5.12acc.Cr1a
- 1.5.12acc.Cr1b
- 1.5.12acc.Cr2a
- 1.5.12acc.Cr2b
- 1.5.12acc.Cr2c
- 1.5.12acc.Cr3a
- 1.5.12acc.Pr4a
- 1.5.12acc.Pr5a
- 1.5.12acc.Re9a

Interdisciplinary Connections:

- Math – spatial arrangement, units of measurement and proportion
- Literacy – verbal discussions, written project critiques and comment on peers critique

Technology Integration

- Students are encouraged to research reference material to draw from for projects
- Canvas Discussions for students to critique projects and comment on peer critiques as well as review powerpoints.
- Canvas for materials and assignments

Modifications:

- Continually repeating directions followed by visual aides
- More individual help as the teacher walks around to offer suggestions to individual projects
- Visual aides
- Offering simplified examples
- Leading students to answer questions correctly
- Tiering projects to challenge students with more advanced skills and simplify for students with lesser abilities
- Print out presentations and vocabulary sheets as study guides for students with no internet access

Unit 2: Painting

9 weeks

Why Is This Unit Important?

Students will develop brush techniques with watercolor, tempura and mixed media. Activities will focus on two- and three-dimensional painting skills, color theory and composition. Students will take part in practice and exercise leading to an individual project.

Enduring Understandings:

- Color theory leads to new understandings of value and shading in art; this is important to develop textures and depth in painting.
- Creativity can be achieved in painting even with less small motor skill attributes; the brush is the implement.
- Realism, photorealism, expressionism, impressionism, abstraction, surrealism and pop art are all important styles for painters.

Essential Questions:

- How did the most famous artists use painting to design their famous works?
- Why is painting an advanced art form?
- What careers exist for those skilled in painting?

Acquired Knowledge:

- Watercolor exercises: medium, wet on dry, wet on wet, build up, dry brush, sponging, texturing and masking
- Important painters: Demuth, Stuart Davis, Andrew Wyeth, Charles Scheelen, Michelangelo and Da Vinci

Acquired Skills:

- Tempera exercises: consistency, half-toning, pure application, underpainting, build-up and mixed media application.

Assessments:

Formative Assessment:

- In-progress student/teacher critiques
- Peer to peer exchange
- Student self-evaluation
- Teacher assessment of completed works

Summative Assessment:

- Unit quizzes/tests
- Final exam
- Research Simulation Task (RST)

Benchmark Assessment:

- Assessment of Projects:
- Evaluation of use of the elements and principle such as:
 - Watercolor
 - Tempera paint

Alternative Assessment:

- Modify project requirements and rubrics to accommodate specific identified learners.
- Feedback (verbal and written critique) gained from public display of artworks and participation in student art exhibition and competition.

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 - Color Theory
 - Composition

Supplemental:

- Paper
- Brushes
- Palette; color wheel
- Water
- View-Finder
- Teacher/Student Examples
- Art Posters
- Art Videos:
 - The Artists Workshop: Watercolors
 - Art is...Elements of Design

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- 1.5.12acc.Cr2b
- 1.5.12acc.Cr2c
- 1.5.12acc.Cr3a
- 1.5.12acc.Pr4a
- 1.5.12acc.Pr5a
- 1.5.12acc.Re9a

Interdisciplinary Connections:

- Math – spatial arrangement, units of measurement and proportion
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Technology Integration

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21st Century Skills & Career Readiness Practices

CRP6. Demonstrate creativity and innovation.

For example, in Unit 1 students will create a design on their portfolio to be used throughout the semester. Students will create a design that may be abstract, representational or a combination of both. Students will focus on creating their design with the basic elements of art (Shape (geometric or organic), Line, Value, Color, Space, Texture and Form) Students will need their creativity to create an aesthetic composition for their design as well as creating an innovative conception for their design. Students are encouraged to create design completely out of their head with no reference to help with ideas.

CRP7. Employ valid and reliable research strategies.

For example, in Unit 1 students will recreate a famous work of art on a ceiling tile with paint. In addition to painting, students will investigate the artist of the painting they choose to recreate. Students will create a presentation to educate the class about their artist. Students will have to research education, other famous works, different jobs in the art industry, any themes (social, economic, political, racial, gender) within the artwork of their artist, the style and genre of the art.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

For example, students may complete a Career Paths investigation after completing an artwork for one of the two units. By consulting with an art professional or practitioner on their artwork, students will discuss possible careers in the art industry, investigate the freelance industry vs salary positions.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

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9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

For example, students will compare and contrast classical and modern artists in the medium of their choice. They will explain changes in the medium as well as the relative impact each artist had on society.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

For example, in both units students will engage in extended critique as part of their training. Students will explain how line, color and shapes lead to interpretation of their own society and the world at large.

Technology Integration

* PowerPoints (group presentations)

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

For example: Throughout the course students will take pictures of each project. At the close of the semester students will create a Powerpoint or Prezi Portfolio Document. Students will upload each project, with a description of the project, techniques used, the artist's intent for the project (communicate or express an idea) if any, what they could do to improve their work and if there is any specific career path where they could utilize their skill. They will present to the class after which the class will critique the portfolio. Students will use Canvas to critique works of art for each lesson/project with the intent to start student lead communication about art.

**Culturally Responsive Art Practices and Resources:
*Amistad, Holocaust, LGBTQ/Disabilities and DEI***

Three-part pedagogical framework:

- Artworks can make cultural connections and tell stories
- Highlight artists and artwork from various cultures
- Student cultures can become the focal point of the art classroom by asking them questions

[Kenojuak Ashevak, CC ONu](#) - Inuit Art and influences of bold lines and color, tribal tattoo feel

[Contour Drawing and Advocacy](#) - Value hand project

September 2022 training resources from Trenton ArtWorks

[Baya](#) - influenced Matisse and Picasso, art styles used for portrait project

Hale Woodruff's [Amistad Mutiny Murals](#)

The Jewish Museum: [The Holocaust](#)

Julie Mehretu: [An Abstract Artist Absorbing Multiple Identities](#)

[Amy Sherald](#) - portraits of African Americans in everyday settings

[Frank Morrison](#) - everyday people infused with urban landscapes and themes su (importance of creating art that relates to what is around you)

[J Leigh Garcia](#) and [Ajay Rathod](#), Artist interviews that talk about their drive on becoming artists

[Kehinde Wiley](#)- street casting, portraits of Obamas