

Course Title

# IAA Visual Arts Major Advanced Level II - Drawing/Painting I: Full Year



# INNOVATIVE ARTS ACADEMY

Course Overview

This course is designed for students who have successfully completed Drawing and Painting II and need an additional year to master intermediate art techniques before progressing to higher-level courses. This course challenges students to refine their skills in a range of media—including graphite, colored pencils, oil pastels, watercolor, acrylic, and oil paint—while introducing more complex subject matter and compositional strategies. In addition, students will delve deeper into mixed media art, experimenting with collage, found objects, recycled materials, and layering techniques to create original, process-driven works. Emphasis will be placed on personal expression, developing a unique artistic style, and building a strong portfolio through both traditional and experimental approaches. Students will study influential mixed media artists, critique their own work and that of others, and expand their understanding of how diverse materials can be used to convey meaning and elevate their creative vision.

Unit Title

Drawing

Time Frame

Duration: 8-10 Weeks

Unit Title

Painting

Time Frame

Duration: 8-10 Weeks

Unit Title

Collage

Time Frame

Duration: 6-8 Weeks

Unit Title

Exploring Mural Creation – Design, Technique, and Expression

Time Frame

Duration: 8-10 Weeks



Focus of the Unit

Application of the **elements and principles of design** to create visual unity and strong composition in drawings. The role of observation and "learning how to see" in drawing. Understanding basic geometric forms (cube, cylinder, cone, sphere) as the foundation for realistic drawing, and recognizing that organic objects are modified geometric forms

Focus of the Unit

Application of the **elements and principles of design** to create visual unity and strong composition in drawings. The role of observation and "learning how to see" in drawing. Understanding basic geometric forms (cube, cylinder, cone, sphere) as the foundation for realistic drawing, and recognizing that organic objects are modified geometric forms.

Focus of the Unit

Collage as a distinct art form that expanded artistic materials and techniques in the 20th century. Understanding how artists experiment and problem-solve to decide which materials and techniques best communicate their message through collage. Exploration of techniques such as cutting, adhering, layering, and transfer methods.

Focus of the Unit

**Public art** as a powerful form of visual communication and community engagement. The unique challenges and considerations of creating large-scale artworks, including planning, materials, and safety

Board Approved 8/2025

<b>Unit Title</b>	<b>Drawing</b>
<b>Time Frame</b>	<i>Duration: 8-10 Weeks</i>



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	<b>Essential Question(s)</b>
	<p>How do artists select media, tools, and techniques to best express their ideas?</p> <p>What does an artist need to understand in order to create a realistic drawing?</p>

	<b>Focus of the Unit</b>
	<p>Application of the <b>elements and principles of design</b> to create visual unity and strong composition in drawings. The role of observation and "learning how to see" in drawing. Understanding basic geometric forms (cube, cylinder, cone, sphere) as the foundation for realistic drawing, and recognizing that organic objects are modified geometric forms</p>

<b>Standards</b>	<b>9.1.12.A, 9.1.12.B, 9.1.12.D, 9.2.12.D, 9.3.12.A</b>
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<b>Learning Targets</b>
I can <b>draw real objects</b> that are based on the cube, cylinder, cone, and sphere, and add form using shading techniques like hatching and cross-hatching

<b>Learning Targets</b>
I can use an ink, watercolor, or acrylic to <b>add shadow and depth</b> to an object, and draw basic forms using one and two-point perspective

<b>Learning Targets</b>
I can <b>experiment with various dry media</b> such as colored pencil, charcoal pencil, pen and ink, and pen and brush on different types of paper

<b>Learning Targets</b>
I can explain how <b>problem-solving</b> and the <b>creative process</b> contribute to a finished drawing



<b>Resources</b>	<b>Google Drive, EdPuzzle, Demos, Materials/Tools, Light Board</b>
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<b>Unit Title</b>	<b>Painting</b>
<b>Time Frame</b>	<i>Duration: 8-10 Weeks</i>



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	<b>Essential Question(s)</b>
	<p>What does an artist need to understand in order to take a three-dimensional object and translate it into a two-dimensional painting? How do artists select media, tools, and techniques to best express their ideas?</p>

	<b>Focus of the Unit</b>
	<p>Application of the <b>elements and principles of design</b> for visual unity and strong composition in paintings. The process of translating three-dimensional observations into two-dimensional paintings, including judging proportions and understanding negative space. Core painting concepts including perspective, color theory and schemes, and various wash and shading techniques</p>

<b>Standards</b>	<b>9.1.12.A, 9.1.12.B, 9.1.12.D, 9.2.12.D, 9.3.12.A</b>
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<b>Learning Targets</b>
I can create thumbnail sketches to plan compositions for paintings, and accurately draw still life objects for observation

<b>Learning Targets</b>
I can use paints and techniques to create a painting, including understanding how to <b>darken and lighten colors</b> using complementary colors or adding white/black

<b>Learning Targets</b>
I can create space in a painting through the use of overlapping, perspective, and contrast, and develop textures and patterns using dry brush techniques

<b>Learning Targets</b>
I can experiment with dry-mediums and watercolor to compare their properties and apply them to observational painting



<b>Resources</b>	<b>Google Drive, EdPuzzle, Demos, Materials/Tools, Light Board</b>
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<b>Unit Title</b>	<b>Collage</b>
<b>Time Frame</b>	<i>Duration: 6-8 Weeks</i>



**INNOVATIVE**  
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	<b>Essential Question(s)</b>
	<p>How did the invention of collage in the 20th century help to <b>expand the materials available for artists to use</b>?</p> <p>How does experimentation and <b>risk-taking</b> contribute to the creation of innovative collage works?</p>

	<b>Focus of the Unit</b>
	<p>Collage as a distinct art form that expanded artistic materials and techniques in the 20th century. Understanding how artists experiment and problem-solve to decide which materials and techniques best communicate their message through collage. Exploration of techniques such as cutting, adhering, layering, and transfer methods.</p>

<b>Standards</b>	<b>9.1.12.A, 9.1.12.B, 9.1.12.D, 9.2.12.D, 9.3.12.A</b>
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<b>Learning Targets</b>
I can create compositions using papers, adhesives, and cutting tools, incorporating elements and principles of design

<b>Learning Targets</b>
I can integrate different materials such as pencil, ink, and various textured papers into collage pieces

<b>Learning Targets</b>
I can effectively use collage techniques to create textures and patterns within a visual artwork

<b>Learning Targets</b>
I can explain how the creative process in collage allows for experimentation and transformation of materials



<b>Resources</b>	<b>Google Drive, EdPuzzle, Demos, Materials/Tools, Light Board</b>
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<b>Unit Title</b>	<b>Exploring Mural Creation – Design, Technique, and Expression</b>
<b>Time Frame</b>	<i>Duration: 8-10 Weeks</i>



**INNOVATIVE**  
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	<b>Essential Question(s)</b>
	<p>What unique <b>design and technical considerations</b> are necessary when planning and executing a large-scale public artwork?</p> <p>How do murals serve as a form of <b>visual communication</b> for communities, and how do they reflect cultural values and narratives?</p>

	<b>Focus of the Unit</b>
	<p><b>Public art</b> as a powerful form of visual communication and community engagement. The unique challenges and considerations of creating large-scale artworks, including planning, materials, and safety</p>

<b>Standards</b>	<b>9.1.12.A, 9.1.12.B, 9.1.12.D, 9.1.12.E, 9.1.12.H, 9.1.12.I, 9.1.12.J, 9.2.12.A, 9.2.12.D, 9.2.12.E, 9.2.12.G, 9.2.12.K, 9.2.12.L, 9.3.12.A, 9.3.12.B, 9.3.12.F, 9.3.12.G, 9.4.12.A, 9.4.12.B, 9.4.12.D</b>
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<b>Learning Targets</b>
I can <b>collaborate effectively</b> with peers to conceptualize and plan a large-scale art project, such as a mural.

<b>Learning Targets</b>
I can apply <b>advanced elements and principles of design</b> to create visual unity and strong composition in a large-scale artwork that communicates a unifying theme

<b>Learning Targets</b>
I can <b>identify and address safety issues</b> related to materials, equipment, and work spaces necessary for large-scale art production

<b>Learning Targets</b>
I can analyze and interpret the historical, cultural, and <b>social context</b> of significant murals, explaining their impact on groups and communities



<b>Resources</b>	<b>Google Drive, EdPuzzle, Demos, Materials/Tools, Light Board</b>
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