



Marking Period 1 (MPI)	Drawing and Painting Curriculum Pacing Guide -Grade: 9-12 Level II
<p>MP 1</p> <p>Standards for Drawing and Painting Elective</p>	<ul style="list-style-type: none"> • 1.5.HS.Cr1a Generate and conceptualize artistic ideas by synthesizing observation, imagination, and personal themes. • 1.5.HS.Cr2a Organize and develop artistic ideas using refined drawing and painting techniques, tools, and materials. • 1.5.HS.Cr3a Refine and complete artwork through sustained investigation, revision, and attention to craftsmanship. • 1.5.HS.Pr4a Select, prepare, and present artwork that demonstrates intentional choices and technical growth. • 1.5.HS.Re7a Analyze and interpret visual artworks using appropriate art vocabulary, visual evidence, and comparative analysis. • 1.5.HS.Cn10a Relate artistic work to personal experiences, historical influences, and contemporary contexts.
<p>MP 1</p> <p>Topics</p>	<p>Review & Diagnostic Drawing</p> <p>Advanced Observational Drawing</p> <p>Value for Depth & Realism</p> <p>Composition & Visual Storytelling</p> <p>Advanced Color Theory</p> <p>Painting Techniques</p> <p>Mixed Media & Experimental Materials</p> <p>Artist Study / Cultural Context</p> <p>Concept Development</p> <p>Critique, Revision & Presentation</p>

<p>MP 1</p> <p>Skills- Concepts</p>	<p>Advanced Drawing & Realism Skills: Students apply proportion, complex form construction, high-contrast value, and spatial depth to create realistic and visually dynamic drawings.</p> <ul style="list-style-type: none"> • Painting Development & Surface Control: Students demonstrate accurate color mixing, layered painting techniques, expressive brushwork, and glazing in acrylic or watercolor to build depth and refinement. • Personal Voice, Concept & Visual Meaning: Students develop artistic intention through symbolism, narrative meaning, thematic choices, and expressive imagery that communicate personal and conceptual ideas. • Critical Thinking, Critique & Art Connections: Students write artist statements, interpret meaning, engage in evidence-based critique, and connect their work to contemporary artists, cultural influences, personal identity, and art movements.
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Sketchbook • Graphite & charcoal • Acrylic and/or watercolor paint • Palette knives and brushes • Mixed media materials • Canvas panels or heavy paper • Color theory resources • Artist reference sources • Digital exemplars • Texture mediums (optional)



Marking Period 2 (MPII)	Drawing and Painting Curriculum Pacing Guide -Grade: 9-12 Level II
<p>MP 2</p> <p>Standards for Drawing and Painting Elective</p>	<ul style="list-style-type: none"> • 1.5.HS.Cr1a Generate and conceptualize artistic ideas by synthesizing observation, imagination, and personal themes. • 1.5.HS.Cr2a Organize and develop artistic ideas using refined drawing and painting techniques, tools, and materials. • 1.5.HS.Cr3a Refine and complete artwork through sustained investigation, revision, and attention to craftsmanship. • 1.5.HS.Pr4a Select, prepare, and present artwork that demonstrates intentional choices and technical growth. • 1.5.HS.Re7a Analyze and interpret visual artworks using appropriate art vocabulary, visual evidence, and comparative analysis. • 1.5.HS.Cn10a Relate artistic work to personal experiences, historical influences, and contemporary contexts.
<p>MP 2</p> <p>Topics</p>	<p>Review studio routines, safety, and expectations. Revisit foundational drawing and painting techniques and assess individual skill levels.</p> <p>Develop observational accuracy through studies of proportion and spatial relationships using still-life or reference imagery.</p> <p>Explore value relationships and contrast to create depth and realism using advanced shading and layering techniques.</p> <p>Strengthen understanding of color theory through color mixing, temperature, and harmony exercises.</p> <p>Apply value and color to structured compositions with attention to balance, emphasis, and focal point.</p> <p>Introduce linear perspective concepts such as one-point or two-point perspective in drawing or painting.</p> <p>Plan a sustained artwork using sketches, reference materials, and written artistic intent.</p> <p>Develop the sustained artwork with attention to technique, composition, and craftsmanship.</p> <p>Participate in peer critique to evaluate progress, technical choices, and expressive intent.</p> <p>Refine, complete, and present artwork, followed by written or verbal reflection on artistic growth.</p>

<p>MP 2</p> <p>Skills- Concepts</p>	<p>Advanced Observational Drawing & Spatial Accuracy: Students strengthen proportion, perspective, spatial depth, and realistic representation through focused observation and refined drawing techniques.</p> <ul style="list-style-type: none"> • Value, Color & Design Control: Students apply contrast, value relationships, color mixing, temperature harmony, and principles of composition to create visually intentional and balanced artworks. • Artistic Process, Revision & Craftsmanship: Students plan with clear artistic intent, revise work based on critique, and refine technique to achieve higher levels of quality and precision. • Critical Analysis, Reflection & Art Connections: Students participate in critique, analyze visual work using art vocabulary, reflect independently on progress, and connect artwork to historical, cultural, and personal experiences.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Drawing pencils, charcoal, and erasers • Sketchbooks and drawing paper • Paints such as watercolor, tempera, or acrylic • Brushes, palettes, and water containers • Still-life objects and photographic references • Rulers or perspective tools as needed • Teacher demonstrations and exemplars • Critique prompts and reflection guides



Marking Period 3 (MPIO)	Drawing and Painting Curriculum Pacing Guide -Grade: 9-12 Level II
<p>MP 3</p> <p>Standards for Drawing and Painting Elective</p>	<ul style="list-style-type: none"> • 1.5.HS.Cr1a Generate and conceptualize artistic ideas by synthesizing observation, imagination, and personal themes. • 1.5.HS.Cr2a Organize and develop artistic ideas using refined drawing and painting techniques, tools, and materials. • 1.5.HS.Cr3a Refine and complete artwork through sustained investigation, revision, and attention to craftsmanship. • 1.5.HS.Pr4a Select, prepare, and present artwork that demonstrates intentional choices and technical growth. • 1.5.HS.Re7a Analyze and interpret visual artworks using appropriate art vocabulary, visual evidence, and comparative analysis. • 1.5.HS.Cn10a Relate artistic work to personal experiences, historical influences, and contemporary contexts.
<p>MP 3</p> <p>Topics</p>	<p>Review technical skills, studio expectations, and artistic growth from previous units. Introduce the idea of concept-driven artwork.</p> <p>Explore visual storytelling, symbolism, and metaphor through drawing and painting studies.</p> <p>Develop advanced compositional strategies including cropping, scale, viewpoint, and movement.</p> <p>Apply expressive color, value, and mark-making techniques to communicate mood and meaning.</p> <p>Plan a concept-based artwork using sketches, written intent, reference imagery, and material testing.</p> <p>Begin a sustained drawing or painting project focused on expressive intent and composition.</p> <p>Continue artwork development with attention to layering, refinement, and craftsmanship.</p> <p>Participate in peer critique to evaluate concept clarity, technique, and visual impact.</p> <p>Revise artwork based on critique, strengthening expressive and technical elements.</p> <p>Present completed artwork and reflect on conceptual growth, artistic choices, and process.</p>

<p>MP 3</p> <p>Skills- Concepts</p>	<p>Concept Development, Symbolism & Visual Meaning: Students generate concept-driven artwork by developing ideas that incorporate symbolism, visual metaphor, and narrative to communicate meaning and intent.</p> <p>Composition, Color & Expressive Technique: Students apply advanced composition strategies while using color, value, and mark-making techniques to create expressive visual communication.</p> <p>Artistic Experimentation, Decision-Making & Studio Practice: Students refine drawing and painting techniques while demonstrating artistic risk-taking, experimentation, and independent decision-making during the creative process.</p> <p>Critique, Reflection & Cultural Connections: Students evaluate and revise artwork through critique and reflective analysis while exploring connections between art, identity, audience interpretation, and society.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Drawing pencils, charcoal, and erasers • Sketchbooks and drawing paper • Paints such as watercolor, tempera, or acrylic • Brushes, palettes, and water containers • Reference images and conceptual prompts • Teacher demonstrations and visual exemplars • Critique questions and reflection prompts



Marking Period 4 (MPIV)	Drawing and Painting Curriculum Pacing Guide -Grade: 9-12 Level II
<p>MP 4</p> <p>Standards for Drawing and Painting Elective</p>	<ul style="list-style-type: none"> • 1.5.HS.Cr1a Generate and conceptualize artistic ideas by synthesizing observation, imagination, and personal themes. • 1.5.HS.Cr2a Organize and develop artistic ideas using refined drawing and painting techniques, tools, and materials. • 1.5.HS.Cr3a Refine and complete artwork through sustained investigation, revision, and attention to craftsmanship. • 1.5.HS.Pr4a Select, prepare, and present artwork that demonstrates intentional choices and technical growth. • 1.5.HS.Re7a Analyze and interpret visual artworks using appropriate art vocabulary, visual evidence, and comparative analysis. • 1.5.HS.Cn10a Relate artistic work to personal experiences, historical influences, and contemporary contexts.
<p>MP 4</p> <p>Topics</p>	<p>Review prior learning, studio expectations, and criteria for strong Level II artwork. Introduce expectations for sustained independent work.</p> <p>Plan a final sustained drawing or painting project using sketches, reference images, material testing, and written artistic intent.</p> <p>Begin artwork with attention to composition, proportion, and initial layering.</p> <p>Develop value, color relationships, perspective, and surface quality through continued refinement.</p> <p>Apply principles of design to strengthen emphasis, balance, unity, and visual flow.</p> <p>Participate in structured peer critique to receive feedback on technique, concept, and composition.</p> <p>Revise artwork based on critique, focusing on clarity of intent and craftsmanship.</p> <p>Finalize artwork details and prepare work for presentation or portfolio documentation.</p> <p>Present completed artwork and discuss artistic process, challenges, and problem-solving strategies.</p> <p>Reflect on artistic growth throughout Level II and set goals for Level III studio coursework.</p>

<p>MP 4</p> <p>Skills- Concepts</p>	<p>Sustained Studio Practice, Planning & Artistic Investigation: Students demonstrate independent planning and sustained studio focus while engaging in ongoing artistic investigation and purposeful decision-making.</p> <p>Advanced Technique, Composition & Craftsmanship: Students refine drawing and painting techniques while applying principles of design and demonstrating strong craftsmanship and material control.</p> <p>Critique, Revision & Artistic Growth: Students participate critically in critique while revising and refining artwork to strengthen visual impact and artistic intent.</p> <p>Presentation, Reflection & Advanced Study Preparation: Students prepare artwork for presentation and portfolio readiness while reflecting on artistic identity, progress, and preparation for advanced studio study.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Drawing pencils, charcoal, and erasers • Sketchbooks and drawing paper • Paints such as watercolor, tempera, or acrylic • Brushes, palettes, and water containers • Reference imagery and still-life objects • Mounting or presentation materials • Teacher demonstrations and exemplars • Critique protocols and reflection prompts