



DRAWING II 9TH-12TH

Approved by KSD Board of Education: (3/31/25)

Course Description:

Students will build on skills acquired in Drawing I with more intensive study of composition and different media techniques. Through guided daily practice, students will work from observation using media such as pencil, charcoal, colored pencil, pen, and ink. Students will continue to build hand-eye coordination and fine motor skills. As a culminating project, students will prepare and present a digital portfolio of their artwork.

Grade Level: 9th-12th Grade (Semester)

Unit Scope and Sequence

Unit 1: Contour Line Drawing

Unit 2: Observation and Value

Unit 3: Portraits in Color

Unit 4: Sighting

Unit 5: Photo References

Unit 6: Digital Portfolio

Course Enduring Understandings:

- Media is used as a tool for personal expression, transforming basic materials into meaningful visual statements.
- Proficiency in drawing develops through repetition, refinement, and exploration—each practice deepens skill and impact.
- Thoughtful craftsmanship enhances artistic expression, as the care and precision in creating artwork contribute to its meaning and resonance.

Course Essential Questions:

- How are the elements and principles of design chosen in an informed manner?
- How does media choice aid in the success of an artwork?
- What methods of construction are best for a specific project?
- Why do artists create the work that they do or historically did?
- How should an artist present their artwork?

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Unit 1: Contour Line Drawing

Students will build technical drawing, observation, and media skills by using contour lines to create drawings of what they are observing. They will develop hand-eye coordination and problem-solving abilities while focusing on using lines exclusively to define objects. Through blind contour and modified contour drawing techniques, students will enhance their focus and accuracy. As they progress, they will practice capturing the details and structure of their subjects, applying composition techniques to create a cohesive and dynamic final piece that incorporates a variety of contour drawings of complex forms.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Artists harness their chosen media as a means of personal expression, transforming materials into powerful visual statements. - The essence of an artwork—its emotion, story, or meaning—is not inherent but is skillfully infused by the artist's intent and technique. - Artistic growth comes through practice—techniques evolve and deepen through repetition, refinement, and exploration. - Artists create in response to their world, drawing inspiration from events, culture, and personal experiences. - Every artist has an intention behind their work; understanding these choices is essential before forming critiques or interpretations. - Both the meaning and the use of media in art are subjective, but artists must be able to thoughtfully justify their creative decisions.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Line as an element of art - Blind contour - Continuous contour - Modified contour - Cross contour	- Use contour lines to draw objects they are looking at when drawing. - Slow down when drawing. - Use observation and drawing skills to represent what is being drawn.

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Unit 1: Contour Line Drawing

• Line quality • Observation skills • How to create a strong composition	• Use vocabulary when discussing work.
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Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

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Unit 2: Observation and Value

Students will build technical drawing, observation, and media skills using value and shading to create a drawing of what they are looking at. Students will develop hand-eye coordination and problem solving skills. Students will build shading skills with different mediums to create the illusion of form and realism.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Artists harness their chosen media as a means of personal expression, transforming materials into powerful visual statements. - The essence of an artwork—its emotion, story, or meaning—is not inherent but is skillfully infused by the artist's intent and technique. - Artistic growth comes through practice—techniques evolve and deepen through repetition, refinement, and exploration. - Artists create in response to their world, drawing inspiration from events, culture, and personal experiences. - Every artist has an intention behind their work; understanding these choices is essential before forming critiques or interpretations. - Both the meaning and the use of media in art are subjective, but artists must be able to thoughtfully justify their creative decisions.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Technical drawing fundamentals - Observation skills - Value and shading techniques - Hand-Eye coordination - Different drawing mediums. - Problem-solving in art	- Observe and accurately draw their observations - Apply value and shading - Control hand movements - Use different mediums effectively - Solve drawing challenges - Create the illusion of form

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Unit 2: Observation and Value

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

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Unit 3: Portraits in Color

Students will create a self-portrait using colored pencils. Students will develop the skills of mixing colors to create value, to match skin tones, and match colors to what they are drawing.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Artists harness their chosen media as a means of personal expression, transforming materials into powerful visual statements. - The essence of an artwork—its emotion, story, or meaning—is not inherent but is skillfully infused by the artist's intent and technique. - Artistic growth comes through practice—techniques evolve and deepen through repetition, refinement, and exploration. - Artists create in response to their world, drawing inspiration from events, culture, and personal experiences. - Every artist has an intention behind their work; understanding these choices is essential before forming critiques or interpretations. - Both the meaning and the use of media in art are subjective, but artists must be able to thoughtfully justify their creative decisions.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Color theory - Colored pencil techniques - Composition - Techniques to draw a portrait - How to plan drawing with multiple sketches	- Apply color theory to mix and layer colors effectively, creating accurate skin tones and values. - Demonstrate colored pencil techniques such as blending, layering, and shading to enhance depth and realism. - Utilize composition principles to merge two photographs into a cohesive and visually balanced image. - Employ techniques to draw a portrait, focusing on proportion, facial features, and detail.

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Unit 3: Portraits in Color

- Plan their drawing with multiple sketches, using thumbnail drawings to explore and refine composition ideas.

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Performing/Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I.)

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Unit 4: Sighting

Students will develop their observational drawing skills by learning sighting techniques to measure proportions, angles, and spatial relationships accurately. Through hands-on exercises, they will practice using a pencil or viewfinder as a tool for comparing sizes, aligning elements, and maintaining correct proportions in their drawings. Students will refine their ability to see and translate three-dimensional objects onto a two-dimensional surface with precision. Students will learn and practice using sighting techniques to draw buildings, rooms, or comparing objects.

Unit Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Artists harness their chosen media as a means of personal expression, transforming materials into powerful visual statements. - The essence of an artwork—its emotion, story, or meaning—is not inherent but is skillfully infused by the artist's intent and technique. - Artistic growth comes through practice—techniques evolve and deepen through repetition, refinement, and exploration. - Artists create in response to their world, drawing inspiration from events, culture, and personal experiences. - Every artist has an intention behind their work; understanding these choices is essential before forming critiques or interpretations. - Both the meaning and the use of media in art are subjective, but artists must be able to thoughtfully justify their creative decisions.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Sighting techniques - What proportions and scale are and how to apply them to their art - Angles and alignment - Spatial relationships - How to translate objects from 3D to 2D	- Produce accurate observational drawings - Complete proportional studies drawings - Showcase understanding with angle and alignment exercises - Manipulate composition to find the best layout for the drawing.

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Unit 4: Sighting

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

Priority Standard: Connecting 11.A: Describe how knowledge of culture, traditions, and history may influence personal responses to art (VA:Cn11A.I).

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Unit 5: Photo References

Students will explore the use of photo references as a tool for creating realistic and detailed drawings. They will learn how to select and analyze reference images to understand composition, proportion, and lighting. Students will practice translating what they see in photos onto paper, focusing on accuracy, texture, and depth. Through exercises, students will experiment with techniques to maintain the integrity of the reference while also adding their personal artistic touch to the final drawing.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Artists harness their chosen media as a means of personal expression, transforming materials into powerful visual statements. - The essence of an artwork—its emotion, story, or meaning—is not inherent but is skillfully infused by the artist's intent and technique. - Artistic growth comes through practice—techniques evolve and deepen through repetition, refinement, and exploration. - Artists create in response to their world, drawing inspiration from events, culture, and personal experiences. - Every artist has an intention behind their work; understanding these choices is essential before forming critiques or interpretations. - Both the meaning and the use of media in art are subjective, but artists must be able to thoughtfully justify their creative decisions.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Rules of copyright - Composition techniques - At least 2 previous techniques from prior units to use a photo reference - Why artists may want to use a photograph as a reference	- Use techniques to replicate a photograph - Show details that they see in the photograph - Make compositional changes to photograph; especially if they did not take the photograph

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Unit 5: Photo References

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

Priority Standard: Responding 9.A: Establish relevant criteria in order to evaluate a work of art or collection of works (VA:Re9A.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

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Unit 6: Digital Portfolio

Students learn to document their artwork with descriptive and quality photographs. They create a portfolio of all artwork they produced during the semester and write a reflection on their progress and growth.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose. - Artists harness their chosen media as a means of personal expression, transforming materials into powerful visual statements. - The essence of an artwork—its emotion, story, or meaning—is not inherent but is skillfully infused by the artist's intent and technique. - Artistic growth comes through practice—techniques evolve and deepen through repetition, refinement, and exploration. - Artists create in response to their world, drawing inspiration from events, culture, and personal experiences. - Every artist has an intention behind their work; understanding these choices is essential before forming critiques or interpretations. - Both the meaning and the use of media in art are subjective, but artists must be able to thoughtfully justify their creative decisions.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
How to document their artwork with descriptive and quality photographs, how to transfer and organize their photographs to and on their laptop, and how to create a slideshow portfolio of their work.	Create a portfolio and written reflection of their semester's work.

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Unit 6: Digital Portfolio

Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Presenting 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Presenting 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

Priority Standard: Responding 7.B: Analyze how one's understanding of the world is affected by experiencing visual imagery (VA: Re7B.I).

Priority Standard: Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).