



DRAWING I 9TH-12TH

Approved by KSD Board of Education: (Insert date here)

Course Description:

Students will acquire skills in drawing through guided daily practice. Students will work from observations using media such as pencil, charcoal, colored pencil, pen, and ink. Students will 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

Unit Scope and Sequence

Unit 1: Contour Line Drawing

Unit 2: Observational Proportion

Unit 3: Negative Space

Unit 4: Value

Unit 5: Color

Unit 6: Portrait

Unit 7: Linear Perspective/Sighting

Unit 8: 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 develop their observational drawing skills by using contour lines to capture the shapes and details of objects. They will refine their contour drawings into a well-composed final artwork, emphasizing line quality, accuracy, and composition.

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>
- Blind Contour Drawing - Modified Contour Drawing - Line Quality - Composition	- Observe a complex form and draw the contours - Create a continuous line drawing of contours - Create a completed composition of a variety of contour drawings

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Unit 1: Contour Line Drawing

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).

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: Observational Proportion

Students will enhance their observational drawing skills by accurately depicting proportions and spatial relationships. Through careful observation, they will create drawings that convey a strong sense of depth and perspective, effectively capturing the three-dimensional qualities of their subject matter.

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?
Students must know:	Students must be able to:
- How to draw geometric forms - How to draw a still life using rules of depth and perspective - How to draw a space in perspective from observation	- Draw from observation - Connect linear perspective skills with observation skills - Demonstrate an understanding of depth and perspective through their drawing

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Unit 2: Observational Proportion

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).

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

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Unit 3: Negative Space

Students will explore the concepts of positive and negative space and their role in composition. They will learn to observe and incorporate negative space to enhance accuracy and improve their overall drawing skills. Through guided exercises, students will use negative space as a tool for refining their observational abilities and developing stronger compositions. The unit will culminate in a finished artwork where negative space serves as the foundation for a well-balanced and visually engaging design.

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>
- Negative space - Positive space - How to incorporate negative space from observation	- Use negative space as a tool to improve observation skills - Create a finished composition with negative space drawing as the starting point

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Unit 3: Negative Space

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: Value

Students will develop their understanding of value and its role in creating depth and dimension in drawing. They will explore value scales and shading techniques using graphite and charcoal to accurately depict light sources, highlights, midtones, shadows, and cast shadows. Through practice with simple forms and smooth gradients, students will refine their ability to render three-dimensional objects realistically. The unit will culminate in a still life drawing that demonstrates a full range of value, showcasing their ability to use shading to create depth and form.

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>
- Value scale - Value sphere/simple forms - Light source, highlight, midtone, shadow, cast shadow - Smooth gradients - Graphite and charcoal	- Recognize and recreate light source, highlight, midtone, shadow, cast shadow - Create value scales - Demonstrate ability to shade to add dimension to forms - Create a still life drawing that shows a full

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Unit 4: Value

	range of value
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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 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 5: Color

Students will explore color theory and its application in creating artwork using colored pencils. They will begin by mastering the color wheel and learning how to mix colors through layering techniques to achieve depth and vibrancy. Emphasis will be placed on understanding how to create value within color, using shading and blending to enhance their compositions. Through hands-on practice, students will develop their skills in applying color effectively to bring their art to life while gaining a deeper understanding of how color can elevate and transform their work.

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 wheel - Pencil application techniques	- Mix colored pencils by layering - Create value in color - Understand color theory - Understand how the application of color to enhance an artwork

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Unit 5: Color

Missouri Learning Standards

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

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

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: Portrait

Students will focus on accurately drawing individual facial features, including eyes, nose, mouth, and ears, with an emphasis on understanding their proportions and placement within the face. Through practice and observation, students will refine their technical skills to draw facial features and proportions with precision, building a strong foundation for creating lifelike portraits.

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>
- Individual facial features - Facial proportions - Facial structure	Demonstrate technical ability to draw facial features and proportions

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Unit 6: Portrait

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: 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 6.A: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings (VA:Pr6A.I).

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Unit 7: Linear Perspective/Sighting

Students will learn the fundamentals of linear perspective, including the concepts of horizon line and vanishing point, and how these elements work together to create depth and space in a drawing. They will develop skills in using a ruler to accurately create perspective, focusing on both 1-point and 2-point perspectives. Through guided exercises, students will apply these techniques to create drawings that demonstrate the effective use of space and line to represent three-dimensional scenes on a two-dimensional surface.

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>
- Horizon line, vanishing point, front face, orthogonal, linear perspective, depth, space, and line - How to use a ruler to create perspective	- Create a drawing using 1-point perspective - Create a drawing using 2-point perspective

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Unit 7: Linear Perspective/Sighting

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).

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

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Unit 8: 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 8: 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/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.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).