Antelope Valley Union High School District Scope and Sequence Drawing 2

Course Name:	**Drawing 2**						
Course Description	Drawing 2 is an advanced drawing course designed to develop the						
	student's drawing skills further utilizing the skills learned in Drawing 1.						
CREATING	SEMESTER ONE			SEMESTER TWO			
	Acc.VA:Cr1.1	**Acc.VA:Cr1.2**	**Acc.VA:Cr2.1**	**Acc.VA:Cr2.2**	**Acc.VA:Cr2.3**	**Acc.VA:Cr3**	
	Individually or **collaboratively** formulate new creative problems based on students' existing **artwork**.	Choose from a range of **materials** and methods of traditional and **contemporary artistic practices** to plan works of **art** and **design**.	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen **art** form.	Demonstrate awareness of ethical implications of making and distributing creative work.	Redesign an object, system, place, or design in response to contemporary issues.of a particular place.	Engage in constructive **critique** with peers, then reflect on, reengage, revise, and refine works of **art** and **design** in response to personal artistic vision.	
Overarching Concepts	**Knowledge (Concepts)**	**Skills**	**Practices**	**Knowledge (Concepts)**	**Skills**	**Practices**	
Personal Expression	Sense of Self (Identity)	Open artistic endeavors (more student choice for making artwork)	Longer time to accomplish work	Sense of Self (Identity)	Continuing to explore and experiement with own artistic endeavors	Longer time to accomplish work	
	Personal engagement with subject matter or media		Embracing mistakes, risk-taking, experiementing	Personal engagement with subject matter or media	Personal development of skills	Embracing mistakes, risk-taking, experiementing	
	Reviewing skills from drawing 1 going deeper	Personal development of skills		Artistic voice	Building on their own artistic voice		
	Artistic voice	Developing own artistic voice		Collaborative Art-making	Generating own artistic ideas and plans		
	Collaborative Art-making	Ability to explore creative problems					
Drawing Skills	Skill Development Refinement and going deeper	Observational drawing	Practice and application within artwork	Skill Development Refinement and going deeper	Perspective: 3 pt	Practice and application within artwork	
		contour drawing - blind, cross-contour, contour					
		shading: cross hatching, hatching, stippling, gradation					
		2d shape into 3d form: cube, cylinder, cone, sphere					
		Negative/Positive Space					
		gesture drawing					
		Proportion					
		drawing from memory (imagination)					
		Perspective: 1 pt, 2 pt					
		Figure drawing					
Design	Review Composition through principles of design and elements of arts	Application within artwork		Composition	Applying to complex artistic problems the proinciples of design and the elements of art		
	Composition	Applying to complex artistic problems the principles of design and the elements of art					
Creativity	Creative Applications	problem solving		Creative Applications	problem solving		
		artistic investigations			artistic investigations		
		brainstorming			brainstorming		
		thumbnail sketches			thumbnail sketches		
		exercises			exercises		
		warm-ups			warm-ups		
	Planning	thumbnail sketches		Planning	thumbnail sketches		
		rough drafts			rough drafts		
		investigation/research			investigation/research		
		revisions/refinements			revisions/refinements		
		demonstrations			demonstrations		

Media	Use of Media	Pencils		Use of Media	charcoal - pencils/vine/compressed		
		Colored pencils			chalk or oil pastels		
		Markers			scratch board		
		Crayons			Gel pens		
		Pen			Conti crayons		
		Ink (India)			Mixed media		
		Mixed media					
	Use of Tools	sketchbooks		Use of Tools	scratchboard stylus		
		kneaded eraser			Chamois cloth		
		tortillion					
		paint brush					
		rulers					
		plastic eraser					
		various pencils					
		stencils					
		compass					
		markers					
		technology - references					
Craftsmanship	Actualization of artwork through revision and refinement	Purposeful planning, preparation and paying attention to detail so that it contributes to the effectiveness of the composition		Actualization of artwork through revision and refinement	Purposeful planning, preparation and paying attention to detail so that it contributes to the effectiveness of the composition		
PRESENTING	SEMESTER ONE			SEMESTER TWO			
	Acc.VA:Pr4 Analyze, select, and **critique** personal **artwork** for a collection or **portfolio** presentation.	**Acc.VA:Pr5** Evaluate, select, and apply methods or processes appropriate to display **artwork** in a specific place.	**Acc.VA:Pr6** Make, explain, and justify connections between artists or **artwork** and social, cultural, and political history.				
Overarching Concepts	**Knowledge (Concepts)**	**Skills**	**Practices**	**Knowledge (Concepts)**	**Skills**	**Practices**	
Preservation of Work	Photographing work	Do's and Don't's of photographing		Photographing work	Do's and Don't's of photgraphing		
		Lighting			Adjusting the exposure		
		Square in the camera frame			Cropping		
		Camera Flat over artwork			Adjusting colors and values		
	Protection of Work	Use of fixative		Protection of Work	Watermarks		
		Cover sheet or paper dividers			Copyright		
		Matting, Framing with Non Glare Glass/Plexiglass					
	Physical storage of work	Artist Portfolios		Physical storage of work	Digital Portfolios		
					Organization of work: Google Drive/Photo		
Curation of Work	Encouraging to participate in open exhibitions	Preparing artwork or portfoliios for school, district shows, educational scholarships, community events, galleries		Describe Impact and meaning of an exhibition	Analyze, describe, and evaluate the reasons and ways an art exhibition is presented in mulitple contexts		
		Demonstrate awareness of cultural context in an exhibition			Demonstrate awareness of cultural context in an exhibition		
	Curate portfolio of own work	Curate portfolio of own work		Curate portfolio of own work	Personal website, social media		
		Personal website, social media					
RESPONDING	SEMESTER ONE			SEMESTER TWO			
	Acc.VA:Re7.1 Recognize and describe personal aesthetic and empathetic responses to the natural world and **constructed environments**.	**Acc.VA:Re7.2** Evaluate the effectiveness of an **image** or images to influence ideas, feelings, and behaviors of specific audiences.	**Acc.VA:Re8** Identify types of contextual information useful in the process of constructing interpretations of an **artwork** or collection of works.	**Acc.VA:Re9** Determine the relevance of **criteria** used by others to evaluate a work of **art** or collection of works.			
Overarching Concepts	**Knowledge (Concepts)**	**Skills**	**Practices**	**Knowledge (Concepts)**	**Skills**	**Practices**	

Art Philisophy	What is Drawing? What drawing can be.	Recognize different techniques and materials used in historical and contemporary drawing movements		What is Art? What drawing can be.	Recognize different techniques and materials used in historical and contemporary drawing movements		
		Identify and describe different drawing media and techniques			Identify and describe different drawing media and techniques		
	Formal training vs. self-taught	Exposure to accomplished artists and artwork including contemporary artists and practices		Formal training vs. self-taught	Exposure to accomplished artists and artwork including contemporary artists and practices		
	Careers in art	Recognize different forms of art and art related career opportunities within a global context		Careers in art	Recognize different forms of art and art related career opportunities within a global context		
	Creativity, originality	Awareness of copyright, appropriation, fair use, creative commons, open source		Creativity, originality	Awareness of copyright, appropriation, fair use, creative commons, open source		
Aesthetics	Overview of Aesthetics	Awareness of aesthetics of other artists		Overview of Aesthetics	Development of own aesthetic, voice and style, beyond emmulating another artist's style		
Critique	Self-critique in process	Based on criteria		Peer Critiques and at end of projects	TAG (tell, ask, give a suggestion) or other framework for peer critiques		
		Speaking, listening using visual arts vocabularies			Engage in peer critiques (speaking/listening, reading/writing or with media technology)		
		Make recommendations for improvement		Evaluate and examine artworks	4-Step Model (Feldman): Describe, analyse, interpret, judge		
		Engage in self-reflection and develop a plan to revise artwork			Establish relevant criteria in order to evaluate a work of art or collection of works.		
	Self-assessment, end of project	Use of guided questions based on rubric/scoring guide/criteria		Self-assessment, end of project	Use of guided questions based on rubric/scoring guide/criteria		
		Engage in evaluating and examining artworks			Engage in evaluating and examining artworks		
		Provide and receive constructive criticism (actionable feedback) as a class, in small groups, and individually			Provide and receive constructive criticism (actionable feedback) as a class, in small groups, and individually		
	Self-reflection and context			Self-reflection and context			
Historical and Contemporary Movements and Artists	Exposure to accomplished artists and artwork including contemporary artists and practices in drawing			Exposure to accomplished artists and artwork including contemporary artists and practices in drawing	Describe and interpret works through various contexts with relevant and sufficient evidence using the 4-step model		
	Exposure to various cultures throughout time			Exposure to various cultures throughout time			
				Reading works of art: Symbolism and Meaning	Reading works of art to relate to the artist's intent, mood, and/or message through visual evidence		
CONNECTING	SEMESTER ONE			SEMESTER TWO			
	Acc.VA:Cn10	Acc.VA:Cn11					
	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.	Compare uses of **art** in a variety of societal, cultural, and historical **contexts** and make connections to uses of **art** in contemporary, local, and global **contexts**.					
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Purpose of Art	Personal experiences	Using personal experience to create artworks		Personal experiences			
	Self-expression	Sharing/discussing feelings, emotions, thoughts, opinions		Self-expression			
Interactions with art	How does drawing enrich peoples lives	Articulating awareness		How does drawing enrich peoples lives	Research - Study and learn from artists		

	Attuned to people to their surrounding: environments, communities, lives	Progress from copying to creating original work		Attuned to people to their surrounding: environments, communities, lives	To move to creating own original artwork	
	What impacts, inspires us to make art			What impacts, inspires us to make art	Inspired by artists studied	
Societal, Cultural and Historical Context	How does illustration/drawing relate to time, place and cultures?	Ability to dialogue and discuss		How does illustration/drawing relate to time, place and cultures?	Express their ideas related to time, place, culture, feelings, ideas	