

# DRAWING

**Overview** - Drawing is an advanced visual arts class that focuses on improving a student's drawing skills. Students are not expected to have any particular skill or experience in drawing, only a desire and willingness to become more proficient at drawing and producing increasingly competent visual solutions. Students will learn employ various 'keys' that help them focus on the process of drawing rather than the product and so they can tackle any drawing task. Students will discover that good drawing is not magic but a skill that is relatively easily learned and can be used in a variety of ways to create interesting compositions or communicate important ideas. The class will use both graphite and ink to instruct students in a variety of techniques including contour line, light/shadow, perspective, life drawing, high contrast drawing, grid drawing, and non-objective drawing. Students will practice evaluating their own work and will analyze the work of famous artists to better understand the creative process.

**Rationale** - We all are involved with images on a daily basis. We see pictures and drawings all the time that are designed to inform or inspire us. The process of image making should not be the domain of some "secret society" of artists. We all can, and should, be able to make competent images for ourself and others.

The act of image making in its most basic form is called drawing. Drawing is used in business, medicine, building, manufacturing, government, education and marketing to communicate information, express ideas, and inspire action. Without warning we can be quickly be thrust into a situation that expects us to draw an image that communicate to others. It is of benefit to us to feel comfortable and confident when that task presents itself.

However, many people say: "I can't draw!" But that is why one would take a drawing class: to become more proficient, so that the marks one makes on paper consistently represent the things they intend them to. Drawing is a skill that is easily taught and learned; and with a little practice, mastered. This introduction to drawing emphasizes the skill of drawing, not just its application to the production of "Art". Drawing may be fundamental to expressing as an artist, but the process of drawing itself is so much easier, and so much broader than the production of "art".

**Grades:** 9-12

**Duration:** 1 Trimester - 1 Credit

**Prerequisites:** Design

**Topics of Study:**

The Psychological Roots of Drawing	1 week
Contour Drawing	6 weeks
Light and Shadow	8 weeks
Drawing from One's Imagination	1 week
Drawing from Pictures	2 weeks

**VISUAL ARTS DEPARTMENT****Course Title: Drawing****Topic of Study: Psychological Roots of Drawing****Page 1 of 6****Time: about 1 week (non-contiguous)****Grade Level: 9-12**

Standards & Benchmarks	Essential Questions and Learning Targets	Key Concepts Vocabulary	Activities and Projects Evidence of Understanding	Resources
<p>ART.VA.I.HS.1 Apply acquired knowledge and skills to the creative problem solving process.</p> <p>ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.</p> <p>ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.</p> <p>ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork. (21st Century Skills: I.3, II.1, III.4)</p> <p>ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork.</p> <p>ART.VA.V.HS.1 Design creative solutions that impact everyday life. ART.VA.V.HS.2 Explore and understand the variety of art and design careers.</p> <p>ART.VA.V.HS.3 Explore and understand the application of the creative process throughout career pathways. ART.VA.V.HS.4 Identify commonalities, differences, and connections between the art disciplines. ART.VA.V.HS.5 Recognize the role of art across the academic curriculum. ART.VA.V.HS.6 Understand artistic knowledge as an important tool for successful living in the 21st century. ART.VA.V.HS.7 Analyze the impact of visual culture on society.</p> <p>ART.VA.V.HS.8 Identify the role visual arts play in enhancing civic responsibility and community.</p>	<p>How do we learn?</p> <p>How has public school influenced the way that we see the world?</p> <p>What is the act of drawing?</p> <p>What is the process of drawing?</p> <p>What are the purposes of drawings?</p> <p>How can we become better at drawing?</p>	<p>Contour</p> <p>Weight of Line</p> <p>Center of Mass</p> <p>Proportion</p> <p>Gesture</p> <p>High Contrast</p> <p>Value</p>	<p>Demonstrate the process of drawing and seeing assessed through written test and final projects.</p> <p>Demonstrate a complete understanding the Keys to Drawing</p> <p>Produce Inverted drawings</p> <p>Produce Blind Contour Drawings</p> <p>Demonstrate the ability to see trapped shapes</p> <p>Demonstrate the ability to quickly capture a "gesture" on paper</p> <p>Demonstrate the ability to adjust ones approach when confronted with a drawing problem.</p>	<p>Betty Edwards: <i>Drawing on the Right Side of the Brain</i></p> <p>Bert Dodson: <i>Keys to Drawing</i></p> <p>80# drawing paper</p> <p>Turquoise brand or similar graded drawing pencils: minimally an H, B, and 4B</p> <p>Magic Rub or similar white plastic eraser</p>

## **VISUAL ARTS DEPARTMENT**

**Course Title: Drawing**

**Topic of Study: Contour Drawing**

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**Time: about 6 weeks (non-contiguous)**

**Grade Level: 9-12**

Standards & Benchmarks	Essential Questions and Learning Targets	Key Concepts Vocabulary	Activities and Projects Evidence of Understanding	Resources
<p>ART.VA.I.HS.1 Apply acquired knowledge and skills to the creative problem solving process.</p> <p>ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas. ART.VA.I.HS.5 Responsibly and safely manage materials and tools.</p> <p>ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.</p> <p>ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process.</p> <p>ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork.</p> <p>ART.VA.III.HS.3 Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology.</p> <p>ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork.</p>	<p>Can one carefully observe an object and identify the edges, lines, and boundaries of that object?</p> <p>Can the student transfer the lines and angles they have observed to the paper?</p> <p>Can the student compare their drawing to objects in the world to refine their effort?</p> <p>Can students carefully observe and evaluate the accuracy of drawings?</p>	<p>Contour</p> <p>Edges</p> <p>Lines</p> <p>Boundaries</p> <p>Angles</p> <p>Weight of Line</p> <p>Proportion</p> <p>Gesture</p>	<p>Students will satisfactorily produce contour line drawings of various subjects.</p> <p>Students will demonstrate growth in their ability to see and render their subjects from life.</p> <p>Students will demonstrate Improved "gesture drawings".</p> <p>Demonstrate the ability to adjust one's approach to drawing when confronted with a visual problem.</p> <p>Students will demonstrate the ability to see, make comparisons, and 'scale' objects they in space to create a realistic sense of depth..</p> <p>Students will evaluate their work in writing.</p>	<p>80# drawing paper</p> <p>Turquoise brand or similar graded drawing pencils: minimally an H, B, and 4B</p> <p>Magic Rub or similar white plastic eraser</p> <p>students to pose for a drawing</p> <p>portable drawing surfaces</p>

## **VISUAL ARTS DEPARTMENT**

Standards & Benchmarks	Essential Questions and Learning Targets	Key Vocabulary and Concepts	Activities and Projects Evidence of Understanding	Resources
<p>ART.VA.I.HS.1 Apply acquired knowledge and skills to the creative problem solving process.</p> <p>ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas. ART.VA.I.HS.5 Responsibly and safely manage materials and tools.</p> <p>ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.</p> <p>ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process.</p> <p>ART.VA.III.HS.3 Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology.</p> <p>ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork.</p> <p>.</p>	<p>Seeing and quantifying Light and Shadow (L/S).</p> <p>Can one carefully observe an object and identify the edges, lines, boundaries, shadows, and values of that object?</p> <p>Can the student transfer the lines, angles, and shadows they have observed to the paper?</p> <p>Can students discern and render shadows, cast shadows and highlights?</p> <p>Can the student make the L/S shift and compare their drawing to objects in the world to refine their effort?</p> <p>Can students carefully observe and evaluate the accuracy of drawings?</p>	<p>Light Shadow L/S shift Core Shadow Cast Shadow Highlight Tone Values Texture Contour Edges Boundaries Angles Weight of Line Proportion</p> <p>Fixative Blending Stump Stippling</p>	<p>Satisfactorily produce drawings of various subjects that accurately recreate the effects of the light and shadow.</p> <p>Students will demonstrate growth in their ability to see and render their subjects sensitively.</p> <p>Produce shadow mapped drawings</p> <p>Produce high contrast drawings</p> <p>Produce Crosshatch Drawings</p> <p>Produce continuous tone drawings</p> <p>Use white pigmented pencils to add highlights to objects drawing on toned paper</p> <p>Demonstrate the ability to adjust one's approach to drawing when confronted with a visual problem.</p> <p>Students will evaluate their work in writing</p>	<p>80# drawing paper: white and gray</p> <p>Turquoise brand or similar graded drawing pencils: minimally an H, B, and 4B</p> <p>white pencils</p> <p>extra fine point permanent markers</p> <p>Magic Rub or similar white plastic eraser</p> <p>blending stumps</p> <p>fixative</p>

Standards & Benchmarks	Essential Questions and Learning Targets	Key Vocabulary and Concepts	Activities and Projects Evidence of Understanding	Resources
<p>ART.VA.I.HS.1 Apply acquired knowledge and skills to the creative problem solving process.</p> <p>ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.</p> <p>ART.VA.I.HS.5 Respectably and safely manage materials and tools.</p> <p>ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.</p> <p>ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.</p> <p>ART.VA.II.HS.3 Apply organizational principles and methods to create innovative works of art and design products. ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea.</p> <p>ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process.</p> <p>ART.VA.II.HS.8 Explore social and global issues through the application of the creative process.</p> <p>ART.VA.III.HS.2 Describe how organizational principles are used to elicit emotional responses.</p> <p>ART.VA.III.HS.3 Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology.</p> <p>ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork.</p>	<p>Can the student draw freely without overt concern for image to create an interesting composition with line?</p> <p>Can the student overcome personal prejudice and expectations in the creative process?</p> <p>Can the student use drawing as a medium to communicate concepts or ideas to viewers?</p> <p>Can students carefully observe and evaluate the accuracy of drawings?</p>	<p>Lines</p> <p>Values</p> <p>Shapes</p> <p>Edges</p> <p>Boundaries</p> <p>Weight of Line</p>	<p>Students will satisfactorily produce drawings that are free from subject or object.</p> <p>Students will demonstrate the ability to communicate concepts or ideas related to global issues.</p> <p>Demonstrate the ability to adjust one's approach to drawing when confronted with a visual problem.</p> <p>Students will be able to evaluate their work in writing and justify the concepts that they have explored.</p>	<p>80# white drawing paper</p> <p>Turquoise brand or similar graded drawing pencils: minimally an H, B, and 4B</p> <p>black extra fine point permanent marker</p> <p>Magic Rub or similar white plastic eraser</p> <p>straight edge/scale</p> <p>fixative</p>

**VISUAL ARTS DEPARTMENT**

Standards & Benchmarks	Essential Questions and Learning Targets	Key Vocabulary and Concepts	Activities and Projects Evidence of Understanding	Resources
<p>ART.VA.I.HS.1 Apply acquired knowledge and skills to the creative problem solving process.</p> <p>ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas. ART.VA.I.HS.5 Responsibly and safely manage materials and tools.</p> <p>ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.</p> <p>ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process.</p> <p>ART.VA.III.HS.3 Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology.</p> <p>ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork.</p>	<p>Can the student carefully observe a picture or photograph and identify the edges, lines, boundaries, shadows, and values of that object?</p> <p>Can the student transfer the lines, angles, and shadows they have observed to the paper?</p> <p>Can the student make use of a grid to accurately guide their drawing process?</p> <p>Can the student change the size or scale of their subject?</p> <p>Can students carefully observe and evaluate the accuracy of drawings?</p>	<p>Lines</p> <p>Values</p> <p>Shapes</p> <p>Edges</p> <p>Scaling</p> <p>Guidelines</p> <p>Source Grid</p> <p>Target Grid</p> <p>Boundaries</p> <p>Angles</p> <p>Weight of Line</p> <p>Proportion</p>	<p>Satisfactorily produce drawings of various subjects that accurately recreate the subject.</p> <p>Demonstrate the ability to use a grid technique to render a new drawing of a two dimensional subject.</p> <p>Produce high contrast drawings</p> <p>Produce Crosshatch Drawings</p> <p>Demonstrate the ability to adjust one's approach to drawing when confronted with a visual problem.</p> <p>Students will be able evaluate their work in writing</p>	<p>80# White drawing paper</p> <p>Turquoise brand or similar graded drawing pencils: minimally an H, B, and 4B</p> <p>black extra fine point permanent marker</p> <p>Magic Rub or similar white plastic eraser</p> <p>t- square</p> <p>triangle</p> <p>straight edge/scale</p> <p>fixative</p>

## **VISUAL ARTS DEPARTMENT**

**Course Title: Drawing**

**Topic of Study: Artists, Designers and What They Do**

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**Time: About 1 week (non-contiguous)**

**Grade Level: 9-12**

Standards & Benchmarks	Essential Questions and Learning Targets	Key Vocabulary and Concepts	Activities and Projects Evidence of Understanding	Resources
ART.VA.III.HS.1 Analyze and describe the formal characteristics of a work of art or design.	What is the Job of an artist or designer?	Media Gothic	Students will be assessed on their ability to create a coherent and well written	books internet sources

<p>ART.VA.III.HS.2 Describe how organizational principles are used to elicit emotional responses.</p> <p>ART.VA.III.HS.3 Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology.</p> <p>ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork.</p> <p>ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork.</p> <p>ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.</p> <p>ART.VA.IV.HS.2 Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places.</p> <p>ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time.</p> <p>ART.VA.V.HS.1 Design creative solutions that impact everyday life.</p> <p>ART.VA.V.HS.2 Explore and understand the variety of art and design careers.</p> <p>ART.VA.V.HS.3 Explore and understand the application of the creative process throughout career pathways.</p> <p>ART.VA.V.HS.4 Identify commonalities, differences, and connections between the art disciplines.</p> <p>ART.VA.V.HS.5 Recognize the role of art across the academic curriculum.</p> <p>ART.VA.V.HS.7 Analyze the impact of visual culture on society.</p>	<p>How does the work of artists or designers change over time?</p> <p>How is the work of artists or designers influenced by their culture?</p> <p>How does the body of work produced by an artist change over time?</p> <p>What represents the best work of an artist?</p> <p>How do artists communicate their idea?</p>	<p>Renaissance Mannerism Baroque Impressionism Post-Impressionism Cubism Modern Post Modern Mid-Century Modern</p>	<p>narrative about the life's work of a notable artist and to share that narrative orally with other students.</p> <p>Students will be assessed on how well they can identify the intention and stylistic qualities of an artists and apply those qualities to a project of their own.</p> <p>Orally or in writing students will be able to demonstrate an understanding of the role of artists and designers in a society.</p> <p>Orally or in writing students will be able to identify a broad variety of career opportunities associated with and involving the arts</p>	<p>museums</p>
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