

Drawing I

1. Value
2. Color
3. Form
4. Line
5. Shape
6. Texture

COURSE: Drawing I	GRADE(S): 10-12
UNIT: Value	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Producing , Performing and Exhibiting the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response to the Arts and Humanities 9.4 Aesthetic Responses to the Arts and Humanities 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Explain values (B) Apply demonstrated techniques in value in a drawing (C) Explain the use of a hard edge or soft edge in blending (D) Coordinate appropriate drawing materials such as pencil, charcoal and pen and ink (E) Compare cross-hatching, random hatching, stippling and pressure line drawing techniques
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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Produce achromatic and chromatic value scales by producing a drawing with high and low contrasts (B) Produce a drawing with cast shadows (C) Produce a drawing with light sources (D) Produce a drawing using cross-hatch, random hatches, stippling and pressure lines <p>RESOURCES:</p> <ul style="list-style-type: none"> - <u>Drawing: A Contemporary Approach</u>: Bette & Sale - <u>Drawing Insight</u>: Cornia, Egan & Curtis - Video – Charcoal - Video – Drawing Methods 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Portfolio of specific renderings that show the use of value (B) Self-critique of selected class projects (C) Sketchbook assignments (D) completion of the assignment <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Opportunity to rework projects - Research as applied to unit of study - Modification as required <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Explain the work of Caravaggio using <u>Art & Man</u>, Vol 20, No. 2 - Illustrate the work of Caravaggio
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COURSE: Drawing I	GRADE(S): 10-12
UNIT: Color	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Producing , Performing and Exhibiting the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response to the Arts and Humanities 9.4 Aesthetic Responses to the Arts and Humanities 	<p>UNIT OBJECTIVES:</p> <p>(A) Explain the following color schemes:</p> <ul style="list-style-type: none"> - Primary - Secondary - Tertiary - Complementary - Analogous - Warm / cool <p>(B) Illustrate the use of color schemes in drawings</p>
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<p>ACTIVITIES:</p> <p>Students will:</p> <p>(A) Draw compositions using the following:</p> <ul style="list-style-type: none"> - Primary color schemes - Secondary color schemes - Tertiary color schemes - Complementary color schemes - Analogous color schemes - Warm / cool color schemes <p>RESOURCES:</p> <ul style="list-style-type: none"> - <u>Living with Art</u> – Rita Gilbert - Video: Drawing with Pastels - Prints by: Paul Gauguin, Piet Mondrain, Henri Matisse, William Kandinsky 	<p>ASSESSMENTS:</p> <p>(A) Portfolio of specific renderings to demonstrate different forms</p> <p>(B) Self-critique of selected class projects</p> <p>(C) Sketchbook assignments</p> <p>(D) Completion of assignment</p> <p>REMEDICATION:</p> <ul style="list-style-type: none"> - Opportunity to rework projects - Research as applied to unit of study - Modification as required <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Explain the work of Paul Gauguin using <u>Art & Man</u>, Vol 20, No 1 - Illustrate the work of Paul Gauguin - Employ the style of Gauguin in a drawing
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COURSE: Drawing I	GRADE(S): 10-12
UNIT: Form	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Producing , Performing and Exhibiting the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response to the Arts and Humanities 9.4 Aesthetic Responses to the Arts and Humanities 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Explain the difference between simple, compound and complex forms (B) Explain the difference between shape and form (C) Render the figure in correct proportion (D) Render forms from observation (E) Coordinate appropriate drawing materials (F) Complete a drawing from observation
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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Draw from observation the following subjects: <ul style="list-style-type: none"> - Figures - Nature - Still life (B) Draw gesture drawings (C) Draw organizational drawings <p>RESOURCES:</p> <ul style="list-style-type: none"> - <u>Drawing Insight</u>: Cornia, Egan & Curtis - <u>Master Class in Figure Drawing</u>: Hale - <u>How to Draw and Paint People</u>: Marshall - Video: Figure Drawing - Prints: Modigliani, Georgia O'Keefe 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Portfolio of specific renderings to demonstrate different forms (B) Self-critique of selected class projects (C) Sketchbook assignments (D) Completion of the assignment <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Opportunity to rework projects - Research as applied to unit of study - Modification as required <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Explain the work of Michelangelo using <u>Scholastic Arts</u>, Vol 22, No 1 - Illustrate the work of Michelangelo - Employ the style of Michelangelo in a drawing
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COURSE: Drawing I	GRADE(S): 10-12
UNIT: Line	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Producing , Performing and Exhibiting the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response to the Arts and Humanities 9.4 Aesthetic Responses to the Arts and Humanities 	<p>UNIT OBJECTIVES:</p> <p>(A) Explain the following types of lines:</p> <ul style="list-style-type: none"> - Sensory line - Expressive line <p>(B) Demonstrate drawing materials</p> <p>(C) Demonstrate the use of line in drawings</p>
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<p>ACTIVITIES:</p> <p>Students will:</p> <p>(A) Engage in activities that demonstrate the use of:</p> <ul style="list-style-type: none"> - Sensory Line such as: contour line, parts of lines and surface details, edges of lines and folds, structural lines - Expressive line such as: thin or mechanical lines, bold lines, accent lines, crabbed or blurred lines <p>(B) Assorted drawing pencils, charcoal, brush and ink</p> <p>RESOURCES:</p> <ul style="list-style-type: none"> - <u>Drawing: A Contemporary Approach:</u> Bette & Sale - <u>Drawing on the Right Side of the Brain:</u> Betty Edwards - <u>Hooked on Drawing:</u> Sandy Brooke - <u>Living with Art:</u> Rita Gilbert 	<p>ASSESSMENTS:</p> <p>(A) Portfolio of specified renderings demonstrating various line types and correct use of media</p> <p>(B) Self-critique of selected class projects</p> <p>(C) Sketchbook assignments</p> <p>(D) Presentation of work</p> <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Opportunity to rework projects - Research as applied to unit of study - Modification as required <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Explain the work of Vincent vanGogh using Scholastic Arts, Vol 30, No 1 - Illustrate the work of Vincent vanGogh - Employ the style of Vincent vanGogh in a drawing
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COURSE: Drawing I	GRADE(S): 10-12
UNIT: Shape	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Producing , Performing and Exhibiting the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response to the Arts and Humanities 9.4 Aesthetic Responses to the Arts and Humanities 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Explain the difference between simple, compound and complex shapes (B) Discover organize and man-made shapes (C) Arrange objects into basic shapes to create organizational drawings
<p>ACTIVITIES:</p> <p>Students will:</p> <ol style="list-style-type: none"> (A) Produce: <ul style="list-style-type: none"> - Organizational drawings - Contour drawings - Observational drawings (B) Draw positive and negative exercises (C) Analyze shapes <p>RESOURCES:</p> <ul style="list-style-type: none"> - <u>Hooked on Drawing</u>: Sandy Brooke - <u>Drawing Insight</u>: Cornia, Egan & Curtis - Video: Drawing in Pencil - Prints: Klee, Picasso 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Portfolio of specific renderings to demonstrate different shapes (B) Self-critique of selected class projects (C) Sketchbook assignments (D) Completion of the assignment <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Opportunity to rework projects - Research as applied to unit of study - Modification as required <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Explain the work of Schapiro using <u>Scholastic Arts</u>, Vol 23, No 6 - Explain the work of Lawrence using <u>Scholastic Arts</u>, Vol 25, No 6 - Illustrate the work of Schapiro - Illustrate the work of Lawrence

COURSE: Drawing I	GRADE(S): 10-12
UNIT: Texture	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Understanding and applying media, techniques, and processes 2. Using knowledge of structures and functions 3. Choosing and evaluating a range of subject matter, symbols, and ideas 4. Understanding the visual arts in relation to history and cultures 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others 6. Making connections between visual arts and other disciplines

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Producing , Performing and Exhibiting the Arts and Humanities 9.2 Historical and Cultural Contexts 9.3 Critical Response to the Arts and Humanities 9.4 Aesthetic Responses to the Arts and Humanities 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> (A) Explain the use of the range of values (B) Apply demonstrated techniques for creating texture in a drawing (C) Explain the use of a hard edge or soft edge in blending (D) Coordinate appropriate drawing materials such as pencil, charcoal and pen and ink (E) Compare cross-hatching, random hatching, and stippling and pressure line drawing techniques to draw textures
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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Produce achromatic and chromatic texture scales (B) Produce a drawing with high and low contrasts with emphasis on texture] (C) Produce a drawing with textures (D) Produce a drawing using cross-hatching, random hatch and stippling and pressure lines <p>RESOURCES:</p> <ul style="list-style-type: none"> - <u>Drawing: A Contemporary Approach:</u> Bette & Sale - <u>Drawing Insight:</u> Cornia, Egan & Curtis - Video: Charcoal - Drawing methods 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Portfolio of specific renderings to demonstrate different textures (B) Self-critique of selected class projects (C) Sketchbook assignments (D) Completion of the assignment <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Opportunity to rework projects - Research as applied to unit of study - Modification as required <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Explain the work of Caravaggio using <u>Art & Man</u>, Vol 20, No. 2 - Illustrate the work of Caravaggio - Employ the style of Caravaggio in a drawing
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