

Drawing II

1. Critique
2. Abstraction
3. Narrative Art
4. Drawing from Observation
5. Self-Portrait
6. Surrealism/Fantasy

COURSE: Drawing II	GRADE(S): 11-12
UNIT: Critique	

<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) Demonstrate knowledge of components of a critique (B) Explore elements and principles of design (C) Analyze artwork through interpretation of meaning, mood or idea (D) Judgment of artwork through critique process
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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Discuss the components of critique: <ul style="list-style-type: none"> - Description - Analysis - Interpretation judgment (B) Design artwork based on the elements of design and principles of design (C) Compare/contrast artworks throughout history <p>RESOURCES:</p> <ul style="list-style-type: none"> - <u>Living with Art</u>: Rita Gilbert - Teacher selected works of art - Vocabulary list - www.princetonol.com/groups/iad/lessons/elem/criticism2.htm - www.webinstituteformteachers.org/99/teams/photography/criticism.htm 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Written and oral critiques (B) Participation in class critiques <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Posters reflecting the elements and principles of design <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Token response game - Design a critique game based on famous works of art
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COURSE: Drawing II	GRADE(S): 11-12
UNIT: Abstraction	

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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Design an artwork based on abstraction (B) Be able to distinguish the difference between representational, stylized, abstract, and non-objective <p>RESOURCES:</p> <ul style="list-style-type: none"> - <u>Living with Art</u> – Rita Gilbert - Example: Rothko, Still, Picasso, O'Keefe, Stella - www.artlex.com/artlex/a/abstraction.html 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Critique of artwork (B) Gallery presentation <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Take a work of art, reduce it to an abstracted state, rework it in an artwork <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Develop a workstation in which a game would ensue showing artworks that are representational, stylized, abstract and non-objective
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COURSE: Drawing II	GRADE(S): 11-12
UNIT: Narrative Art	

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<p>ACTIVITIES: Students will:</p> <ol style="list-style-type: none"> (A) Design a work of art based on a narrative (B) Explore different medias to illustrate narrative art (C) Study artists that use the narrative as a basis for their art (D) Utilize symbolism in original art to tell a story <p>RESOURCES:</p> <ul style="list-style-type: none"> - <u>Living with Art: Rita Gilbert</u> - <u>Prints: David Hockney, Diego Rivera, Frida Kahlo, Faith Ringgold</u> - www.artlex.com/artlex/n/narrative.html - www.faithringgold.com 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Portfolio of specific renderings demonstrating use of narrative art (B) Self-critique of selected class projects (C) Sketchbooks <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Paper on the art of a narrative artist <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Sew or hand-stitch a square of fabric as a sample for a narrative quilt design based on the works of Faith Ringgold.
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COURSE: Drawing II	GRADE(S): 11-12
UNIT: Drawing from Observation	

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<p>ACTIVITIES:</p> <p>Students will:</p> <ol style="list-style-type: none"> (A) Design artworks using elements and principles of design (B) Practice perspective and chiaroscuro techniques (C) Utilize different media (D) Draw renderings from real life using various methods of drawing; right brain, squaring up, positive/negative space and shape to form <p>RESOURCES:</p> <ul style="list-style-type: none"> - Richard Estes, Janet Fish, Renaissance artists - Crystal elements and principles of design, perspective and drawing posters - www.youcandraw.com/5skillsofobservation.html - www.goshen.edu/art/ed/draw.html 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Portfolio of specified renderings demonstrating careful and correct observation (B) Self/peer critique of selected class projects (C) Sketchbook assignments <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Opportunity to rework area of problem <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Design posters demonstrating how perspective creates realism in showing depth

COURSE: Drawing II	GRADE(S): 11-12
UNIT: Self Portrait	

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<p>ACTIVITIES:</p> <p>Students will:</p> <ol style="list-style-type: none"> (A) Draw a self portrait using various media and methods of drawing (B) Utilize several methods of drawing; grid or real life using mirrors (C) Design their self portrait using a color theory; monochromatic, analogous, achromatic, complimentary or mix of media to create real skin tones <p>RESOURCES:</p> <ul style="list-style-type: none"> - <u>Living with Art: Rita Gilbert; Durer</u> - <u>Drawing on the Right Side of the Brain: Betty Edwards</u> - Video: Chuck Close - www.artlex.com/artlex/s/self-portrait.html - www.chuckclose.coe.uh.edu 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Presentation (B) Self/peer critique <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Report on the grid method exploring Albrecht Durer, Chuck Close, and inventions over the years to create grids for drawing from observation <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Design a large portrait of choice using the later techniques and methods of Chuck Close
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COURSE: Drawing II	GRADE(S): 11-12
UNIT: Surrealism/Fantasy	

<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

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<p>ACTIVITIES:</p> <p>Students will:</p> <ol style="list-style-type: none"> (A) Design an artwork based on the concept of fantasy/surrealism (B) Study artists who use fantasy in their artwork (C) Practice techniques that will aid in creating surreal artworks: perspective (linear and arial), proportion, space, distortion, juxtaposition, scale and exaggeration <p>RESOURCES:</p> <ul style="list-style-type: none"> - Prints: Rousseau, Miro, Chagall, Dali, Magritte, Bosch, Frank Frazetta/Boris - www.bway.net/~monique/history.htm 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> (A) Portfolio of specific renderings to demonstrating imagination in teacher specified works of art relating to fantasy and surrealism (B) Critique of class projects <p>REMEDIATION:</p> <ul style="list-style-type: none"> - Choose a surreal artist and write a paper about their art and how it reflects the surreal movement <p>ENRICHMENT:</p> <ul style="list-style-type: none"> - Design a 3-dimensional surreal artwork using layers of drawings
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