

Drawing + Painting. 1 The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1 A, B, C, E, G, H, J, K</p> <p>Objectives: 1.Learn, study, refine and practice the elements and principles of art.</p> <p>2.Maintain a working sketchbook to document their work and ideas.</p> <p>3.Convey meaning through their skill and techniques in both drawing and painting.</p> <p>4.Experiment with blind contour sketching, contour line sketching, and cross-contour line drawings.</p> <p>5.Draw and paint from a still-life.</p>	<p>1.The learning task described here is a diagnostic assessment for students entering drawing and painting.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Skills, techniques, elements and principles of art can be learned, studied, refined and practiced. • Artists record their ideas in a sketchbook or a visual journal to inspire their work. • Artists refine skills and techniques to carry out their intention in their artworks. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Maintain a sketchbook and a working portfolio. • Refine skills relative to specific techniques in drawing and painting. • Blind contour sketch • Contour line drawing • Cross contour drawing • Drawing from still-life • Value Study • Drawing Light & Shadows/Values & Tones • Drawing Portraits • Colored Pencil techniques • Watercolor techniques <ul style="list-style-type: none"> ○ lift ○ scrubbing ○ blotting ○ dry brush ○ wet on wet ○ graded wash ○ splatter ○ salt • Watercolor landscape • Acrylic techniques • Stippling techniques • Graffiti stylization 	<ul style="list-style-type: none"> • blind contour sketch • contour sketch • cross contour sketch • still-life • value • tint • shade 	<p>Learning Task: A still-life will be displayed in class. Students will focus on a variety of views of the still-life. First, students will focus on the dynamic outside lines of the objects and create a contour line drawing. Students will draw the same still-life, realistically adding the component of value to their drawing. When complete, students will add the yet another element to the same still-life, color. The students will now paint the still-life.</p> <p>Essential Question: How does an artist make artist choices to get a desired effect?</p> <p>How does practice improve skill?</p>

Materials and Resources

Variety of drawing and painting materials (pencils, brushes, watercolor, acrylic, paper, canvas, sketchbooks); images and examples; found objects ie. still life

Teacher computer, internet access, projector

Drawing + Painting. 2 Artists use tools and resources, as well as their own experiences and skills, to create art.

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<p>Standards: 9.1 A, B, C, E, G, H, J, K</p> <p>Objectives: 1. Use a variety of drawing and painting tools to create work of art.</p> <p>2. Investigate various resources as inspiration for a work of art.</p> <p>3. Identify personal experiences as a source of inspiration for a work of art.</p> <p>4. Refine and strengthen their drawing and painting skills through practice.</p>	<p>1. Practice their skill in painting and create a final composition that reflects back to a beginning sketch.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Artists use a variety of tools to create a work of art. • Artists use a variety of resources to create a work of art. • Artists pull from their own personal experiences to help inspire their art. • Artists refine and strengthen their skill when creating a work of art. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Manipulate drawing tools to achieve desired effect (line drawing, blind contour drawing, contour drawing, cross contour drawing, value texture, charcoal, colored pencils) • Manipulate painting tools to achieve a desired effect (paintbrushes, watercolors, colored pencils, acrylic paint) • Identify a variety of resources and experiences to create a work of art. 	<ul style="list-style-type: none"> • refine • manipulate 	<p>Learning Task: The students will research various sources of inspiration in art. The student will select a personal experience of their own to serve as inspiration in a work of their own. Students will complete thumbnail sketches that identify their personal experience. The students will create a large scale painting stemming from one of their beginning sketches.</p> <p>Essential Question: How does observation inform an artist's work?</p> <p>What inspires an artist?</p>

Materials and Resources

Sketchbooks, (pencils, ink, colored pencils, watercolor, acrylic, etc.)

(examples of artwork, the internet, social media)

Drawing + Painting. 3 The arts provide a medium to understand and exchange ideas.

Thursday, October 15, 2015 8:02 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1E, F, 9.3 B, 9.4D</p> <p>Objectives: 1. Analyze a work of art to speculate the artist's intent.</p> <p>2. Compare and contrast different work of arts related to the same idea.</p> <p>3. Make artistic choices.</p>	<p>1. When presented with a specific drawing or painting, students will be able to analyze what similarities and differences exist between the works of art.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • A work of art can convey meaning and ideas. • Works of art can convey different meanings about the same idea. • Viewers can have different interpretations about the same work of art. • Art has been a vehicle to communicate ideas throughout history. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Speculate the meaning of a work of art based on the clues within a work of art • Write, discuss, and/or create artworks in response to their speculation • Make artistic choices to support intended meaning for a work of art • Make artistic choices in regards to: <ul style="list-style-type: none"> ○ Medium ○ Subject ○ Style ○ Composition ○ Tools 	<p>convey meaning interpretation vehicle to communicate speculate artist choices</p>	<p>Learning Task: Students will compare and contrast two or more works of art of the same genre or subject and discuss how the meaning conveyed might be similar or different in each of the samples. Students will exchange their speculations with another classmate and justify their speculations regarding the meaning in the work of art. Students will then report what they heard from their partner that was an idea that they had not yet considered.</p> <p>Essential Question: How does art communicate ideas?</p> <p>How do artistic choices influence the meaning of an artwork?</p>

Materials and Resources
<p>A Bruegel and Where's Waldo poster - Madonna and child and a Cassatt mother and child</p>

Drawing + Painting. 4 Humans have expressed experiences and ideas through the arts throughout time and across cultures.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.2A, B, C, D, E, J, K, L, 9.4D</p> <p>Objectives: 1. Compare and contrast similar subject matter from different time periods and/or cultures</p> <p>2. Analyze how time and place influence a work of art.</p>	<p>1. When presented with a specific drawing or painting from the same time period and/or culture, students will be able to analyze what similarities and differences exist between the works of art.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Humans express experiences. • Humans use the arts to express their ideas. • All humans throughout time and across cultures have created art. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Compare and contrast similar subject matter from different time periods and/or cultures • Analyze how time and place influence a work of art. 	<ul style="list-style-type: none"> • Human experience 	<p>Learning Task: Select two works of art from the same time period and/or culture. Identify similarities and differences within the selected works of art. (Example - Pop Art Keith Haring, Kenny Scharf, and Andy Warhol - printmaking vs. painting, color choices)</p> <p>Essential Question: Why is art an expression of human experience?</p> <p>How do artists record human experience in different times and places?</p>

Materials and Resources

Visuals, technology resources (computer/projector)

Drawing + Painting. 5 There are formal and informal processes used to assess the quality of works in the arts.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3 and 9.4</p> <p>Objectives: 1. Practice formal, intuitive and contextual criticism. 2. Use appropriate vocabulary when critiquing works of art. 3. Compare and contrast various works of art using formal, intuitive, and contextual criticism. 4. Form judgments about the quality of various works of art and support your rationale.</p>	<p>1. Practice formal, intuitive, and contextual criticism when critiquing and comparing works of art. 2. Support their rationale by forming judgements while using appropriate vocabulary.</p>	<p>Concepts (Know): People use specific vocabulary that references the elements and principles of art when articulating their thoughts and defending their position.</p> <p>People can engage in formal criticism. People can engage in intuitive criticism. People can engage in contextual criticism.</p> <p>Competencies (Do): Use formal, intuitive and contextual criticism to compare and contrast various works of art to judge quality. Use appropriate language when critiquing a work of art. Form judgments about the quality of various works of art and support your rationale.</p>	<ul style="list-style-type: none"> • articulate • formal criticism • intuitive criticism • contextual criticism • rationale 	<p>Learning Task: Students will select a work of art that they find inspiring. The students will speculate why they find the work to be inspiring. The students will share their speculations to compare their reflection. Students will make notes in their sketchbook regarding their selection.</p> <p>Essential Question: How does quality vary across different works of art? How does a vocabulary of critical analysis inform judgement about quality?</p>

Materials and Resources

Definitions- types of criticism

Drawing+ Painting. 1 People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3, 9.4</p> <p>Objectives: 1. Use visual clues to speculate the artist's intent.</p> <p>2. Conduct research to verify speculations regarding the artist's intent.</p> <p>3. Use appropriate language when critiquing a work of art.</p>	<p>1. When presented with a specific drawing and/or painting, students will be able to speculate the artist's intent by assessing the quality, interpreting the meaning, and determining its value.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Critical analysis includes assessing quality, interpreting meaning and determining value. • Artistic choices often provide a window into discovering the meaning of a work of art. • People use specific vocabulary that references the elements and principles of art when engaged in critical analysis. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Use visual clues to speculate the artist's intended meaning of a work of art. • Use appropriate language when critiquing a work of art. • Form judgments about the quality of various works of art and support your rationale. 	<ul style="list-style-type: none"> • Critical analysis • Assess quality • Interpret meaning • Determining value • Rationale 	<p>Learning Task:</p> <p>Students will analyze a drawing and/or a painting and speculate regarding its meaning. Students will reference visual clues that influenced their speculation. They will conduct research to determine whether their speculation is accurate.</p> <p>Essential Question:</p> <p>What role does critical analysis play in assessing quality, interpreting meaning and determining value?</p>

Materials and Resources

Steps of critical analysis

Course Description

Tuesday, December 8, 2015 8:57 AM

Title: Drawing & Painting

Where does an artist get ideas for their work? Where does an artist get their inspiration? How does art communicate ideas? Did you know that anyone can learn how to draw? Leonardo Da Vinci drew what he saw and then what he imagined. Vincent Van Gogh communicated intense emotion using paint. Comic books "graphic novels", video games, and fashion design all begin with drawings. Use the tools, materials, and techniques of modern masters. Collect your inspirations in a sketchbook, experiment with new materials and tools, and refine your technical skills in original drawings and paintings.

1 Semester / Prerequisite: Creativity and Innovation (or Visual Art 1)