

ADVANCED DRAWING AND PAINTING

Description

Students will be encouraged to recognize individual abilities as they investigate traditional and contemporary approaches to portraiture, architectural drawing, still life, landscape and abstraction. A variety of materials will be used, including watercolor, pastel, acrylic paint, printmaking and mixed media. Aspects of art history aesthetics and philosophy will also be referenced. Assignments will include drawing from observation and imagination, learning about abstraction and finding creative solutions to visual problems. Students will continue to build a portfolio for college application and/or the Studio Art Workshop.

Course Overview

Course Goals

Students should:

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Essential Questions

- How do artists advance in their ability to create imagery?
- How can the student use the attributes of painting to express their ideas uniquely?
- How does drawing relate to the printmaking process?
- How does drawing relate to etching and lithography?
- In what forum can ideas be explored and developed into unique and individual finished pieces of artwork?
- In the absence of verbal language, how can the visual arts help us to express our thoughts and observations?
- How should artwork be prepared and organized for presentation?
- How can technology provide a reference and/or final outcome in the drawing, painting and printmaking process?
- Why is composition such a key ingredient to successful art making?
- How does the artist assess his/her artwork as it develops?

Assessments

Common Assessments

Skill Assessments

Content Outline

Standards

Grade Level Skills

<p>I. Unit 1 - <i>Observational Drawing</i></p> <p>II. Unit 2 - Painting</p> <p>III. Unit 3 - Printmaking</p> <p>IV. Unit 4 - Sketchbook</p> <p>V. Unit 5 - Portfolio</p> <p>VI. Unit 6 - Technology</p> <p>VII. Unit 7 - Critique and Aesthetic Issues</p>	<p>State of Connecticut Curriculum Frameworks</p> <p>Connecticut State Standards are met in the following areas:</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Skills Matrix
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Pacing Guide

Pacing Guide				
1st Marking Period			2nd Marking Period	
Month 1	Month 2	Month 3	Month 4	Month 5
Unit 1 <u>Observational Drawing</u> 5 weeks	Unit 2 <u>Painting</u> 6 weeks	Unit 3 <u>Printmaking</u> 5 weeks		Unit 5 <u>Portfolio</u> 2 weeks
Unit 4 <u>Sketchbook</u> ongoing				
Unit 6 <u>Technology</u> ongoing				
Unit 7 <u>Critique and Aesthetic Issues</u> ongoing				

Unit 1 - Observational Drawing, 5 weeks [top](#)

Standards

Content

Students will consider, select and apply a range of subject matter, symbols and ideas.

Students will:

- use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning.

Unit Objectives

Students will be able to:

- engage in research and advanced planning using multiple resources.
- develop a sketchbook of personnel ideas and sources for future work.
- use current literature to analyze and discuss current trends in the art.

Essential Question

- How do artists advance in their ability to create imagery?

Focus Questions

- How is transparency applied in drawing?
- How is gesture drawing used to express the figure?
- How is light and shadow perceived and interpreted?

Assessments

- Still life drawings
- Drawings using natural forms (plants, insects, etc.)
- Figure in an environment
- Reflective self-portraits.
- Pen and ink drawing/ Scratchboard
- Drawing using erasers
- Landscape drawings
- Architectural drawings interior and/or exterior

Skill Objectives

Students will:

- use a variety of mark making techniques and value to explore expression and emotion.
- effectively manipulate the space, and arrange the items in a given work of art to produce a desired effect.
- depict depth of field in the picture plane using: linear perspective; aerial perspective; overlapping; and size relationships between objects.
- use light and shadow (chiaroscuro) to effectively support a given composition.
- draw the figure expressively in a

		context.
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Unit 2 – Painting, 6 weeks [top](#)

Standards

Media

Students will understand, select and apply media, techniques and processes.

Students will:

- communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.

Unit Objectives

Students will be able to:

- explore possible combinations of mixed media.
- analyze in discussion and writing the works of famous artists and explore visual concepts.

Essential Question

- How can the student use the attributes of painting to express their ideas uniquely?

Focus Questions

- How can value and contrast be used to create dramatic effects in painting?
- What is meant by the term chiaroscuro and how has it been used by artists in their paintings?
- How does mixed media relate to painting?

Assessments

- Still life with paint or pastel
- Acrylic painting on a variety of surfaces
- Figure gesture and form
- Watercolor and ink wash techniques
- Painting with a palette knife and/or cardboard
- Interior and/or exterior spaces involving architectural elements
- Pleine Air painting school trip
- Eastern painting techniques

Skill Objectives

Students will:

- use knowledge of value and color expressively.
- manipulate painting media, conveying mood, establishing a sense of movement.
- determine size, scale and media of finished piece after pre-planning process.
- use painting media to explore individual artistic voice.

Unit 3 – Printmaking, 5 weeks [top](#)

Standards

Media

Students will understand, select and apply media, techniques and processes.

Students will:

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized.

Unit Objectives

Students will be able to:

- understand inking techniques.
- explore creative applications including hand coloring, registering and overlaying multiple plates, and printing on various kinds of paper.

Essential Question

- How does drawing relate to the printmaking process?
- How does drawing relate to etching and lithography?

Focus Questions

- How is positive and negative space used in a printmaking composition?
- What are considered experimental techniques in printmaking?

Assessments

- Monoprints/Monotype
- Etching on Plastic Plates
- Linocuts
- Collagraphs
- Lithography

Skill Objectives

Students will:

- apply drawing techniques to etching, lithography and/or monoprinting process.
- develop value and contrast on printing plate.
- apply inking techniques.

Unit 4 – Sketchbook, continues throughout the course and is embedded into all learning [top](#)

Standards

Content

Students will consider, select and apply a range of subject matter, symbols and ideas.

Students will:

- use, record and develop ideas for content over time.

Unit Objectives

Students will be able to:

- engage in research and advanced planning using multiple resources.
- explore ideas in-depth beyond the restrictions of the classroom.

Essential Questions

- In what forum can ideas be explored and developed into unique and individual finished pieces of artwork?
- In the absence of verbal language, how can the visual arts help us to express our thoughts and observations?

Focus Questions

- How can research and advanced planning help in the development of sketchbook ideas?
- How can students determine the value of their sketchbook ideas in order to pursue quality applications?

Assessment

- Sketchbook/journal

Skill Objective

Students will:

- use the sketchbook as a journal to record individual ideas and observations.

Unit 5 – Portfolio, 2 weeks [top](#)

Standards

Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

Students will:

- apply critical and aesthetic criteria for the purpose of improving their own works of art. (e.g., technique, formal and expressive qualities, content)

Unit Objective

Students will be able to:

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Essential Question

- How should artwork be prepared and organized for presentation?

Focus Questions

- How can we use technology to record and complete art work for a portfolio?
- How can a written self-evaluation help to improve student art work?
- How does the individual's critique process help them to selectively organize and improve their portfolios?

Assessments

- Present completed portfolio as originals, slides and digital images
- Measure and cut mats for completed work
- Maintain an inventory of self-evaluations
- Organize CDs and slides in slide sleeves

Skill Objectives

Students will:

- record their portfolio as slides and digital images as work is completed.
- mount or mat finished artwork, using protective film where necessary.
- selectively organize and improve portfolio based on quality of work, developing an inventory of work.
- write a self-evaluation of completed work.
- photograph art work in both slide and digital form.

Unit 6 – Technology, embedded as an extension/enhancement of the drawing, painting and printmaking units [top](#)

Standards

Media

Students will understand, select and apply media, techniques and processes.

Students will:

- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes.

Unit Objectives

Students will be able to:

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Essential Question

- How can technology provide a reference and/or final outcome in the drawing, painting and printmaking process?

Focus Questions

- How do we use technology to manipulate form, color and contrast?
- How can technology be used to combine images from various sources and to enlarge or reduce images?
- How do we use a digital or SLR camera to photograph work for portfolio presentation?

Assessments

- Mini masterpiece
- Transfer image to transparency
- Altered Portrait
- Photo reference and finished artwork

Skill Objectives

Students will:

- use digital images to frame a composition.
- develop images using the scanning process.
- change color image to black and white to study values.
- enlarge or reduce an image using Photoshop or projection.
- adjust color selection, contrast and intensity of a image.
- combine and/or manipulate images from different sources.
- use a digital or SLR camera to photograph work into slides and PowerPoint portfolio presentations.

Unit 7 – Critique and Aesthetic Issues, embedded as an extension/enhancement of the drawing, painting and printmaking units [top](#)

Standards

Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

Students will:

- defend personal interpretations using reasoned argument.

Unit Objectives

Students will be able to:

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Essential Question

- How does the artist assess his/her artwork as it develops?

Focus Questions

- How can we form criteria in which to discuss and write about art works?
- How can the critique process be used to improve student's work and visual literacy?

Assessment

- Individual or group formal or informal critique

Skill Objectives

Students will:

- develop a language to discuss and write about artistic issues, aesthetics, art history and possible solutions to problems.
- talk and /or write about the progress in their art work.
- observe and react to the art work of others.