

# DRAWING & PAINTING I

## Description

This course concentrates on still-life, the figure, portraiture and landscape using a variety of drawing and painting media including acrylic, watercolor, pastel, pencil, pen and ink, and charcoal. Assignments emphasize drawing and painting from observation and planning an effective composition. Students are required to maintain a sketchbook. At this level students will begin to build a portfolio for college applications and, if they choose, for the AP Drawing and AP 2-Dimensional Design Portfolios.

## Course Overview

### Course Goals

Students should:

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### Essential Questions

- What makes a painting or drawing successful?
- How is form observed, interpreted and expressed?
- What is the benefit of making multiple images?
- How can technology provide a reference and/or a final outcome in the drawing and painting process?
- How should artwork be prepared and organized for presentation?

### Assessments

*Common Assessments*

*Skill Assessments*

### Content Outline

- I. [Unit 1](#) - Portfolio
- II. [Unit 2](#) - Technology
- III. [Unit 3](#) - Printmaking
- IV. [Unit 4](#) - Painting
- V. [Unit 5](#) - Observational Drawing

### Standards

[State of Connecticut Curriculum Frameworks](#)

Connecticut State Standards are met in the following areas:

### Grade Level Skills

Students will:

- Skills Matrix

**Pacing Guide**

1st Marking Period					2nd Marking Period				
Month 1		Month 2		Month 3		Month 4		Month 5	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5					
<u>Portfolio</u>	<u>Technology</u>	<u>Printmaking</u>	<u>Painting</u>	<u>Observational Drawing</u>					
2 weeks	1 week	5 weeks	5 weeks	5 weeks					

**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, record and develop ideas for content over time.

**Unit Objectives**

Students will be able to:

- recognize a variety of surfaces and materials intended for drawing.
- interpret light and shade on surface planes.
- relate value to color in drawing.
- analyze in discussion and writing the work of famous artists to develop their own ideas and explore visual concepts.
- learn how to critique work during class discussions.

**Essential Questions**

- What makes a painting or drawing successful?
- How is form observed, interpreted and expressed?

**Focus Questions**

- How is various line-making used to describe the edges of a form?
- What are the techniques used to render form?
- How are light and shadow related to form and space?
- What is perspective?

**Assessments**

- Contour drawing of flowers, objects, or hands from observation. Hands drawn in composition with contour and rendering of positive and negative space
- Interpreting light and shade on a plane from a paper model
- Black and white still life
- Chiaroscuro with fabric
- Still life drawing emphasizing color and value
- Pen and ink drawing
- Scratch boards
- Landscape & Architectural Drawing
- Figure Drawing

**Skill Objectives**

Students will:

- use linear and atmospheric perspectives, shadows and overlapping to suggest space.
- define the edges of observable forms in space using contour lines.
- use thumbnail sketches to organize pictorial space using compositional elements.
- develop a sketchbook of observational drawings.

		<ul style="list-style-type: none"><li>• use observation to draw the figure using correct proportions and line.</li><li>• use a variety of surfaces and materials intended for drawing.</li></ul>
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**Unit 2 – Painting, 5 weeks** [top](#)

**Standards**

*Analysis, Interpretation and Evaluation*

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

Students will:

- research and analyze historic meaning and purpose in varied works of art.

**Unit Objectives**

Students will be able to:

- interpret light and shade on changing planes in color.
- understand the basis of color interaction and how to mix colors.
- analyze in discussion and writing the work of famous artists to develop their own ideas and explore visual concepts.
- express a mood or emotion.

**Essential Question**

- What makes a painting or drawing successful?

**Focus Questions**

- How does contrast effect a composition in painting?
- How are color harmony and theories applied in painting?
- What is the role of value and intensity in 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 palette knife and/or cardboard
- Interior or exterior spaces involving architectural elements
- Pleine Air painting with oil pastel, oil paint stick, or acrylic
- East Asian Painting techniques

**Skill Objectives**

Students will:

- transfer knowledge of value and color using painting techniques.
- define form using opaque and transparent painting media.
- develop balanced composition with the effective use of movement.
- use edge contrast to define shape.

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

**Standards**

*Elements and Principles*

**Students will understand and apply elements and organizational principles of art.**

Students will:

- apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems.

**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**

- What is the benefit of making multiple images?

**Focus Questions**

- What line techniques are used in printmaking to indicate edge, shape, texture, value and form?
- What are the techniques in etching, lithography and mono printing and how can drawing be applied to these techniques?

**Assessments**

- Figure drawing in a context
- A close-up botanical or insect study
- A texture study with a focus on animal forms
- Pen and Ink landscapes or dreamscapes

**Skill Objectives**

Students will:

- prepare drawing for printing plate.
- apply drawing techniques to etching, lithography or monoprinting process.
- develop value and contrast on printing plate.
- apply inking techniques.
- correctly prepare paper, press and printing plate.

**Unit 4 – Technology, 1 week [top](#)**

**Standards**

***Connections***

**Students will make connections between the visual arts, other disciplines and daily life.**

Students will:

- compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines.

**Unit Objective**

Students will be able to:

- explore the use of Photoshop, enlarging or reducing images, adjusting color, contrast and intensity.

**Essential Question**

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

**Focus Questions**

- How can technology provide a reference in the drawing and painting process?
- How can technology be used to create art images?
- How can an original drawing be enhanced using technology?

**Assessments**

- “Mini-Masterpiece” – scan and reduce image size of original drawing; adjust color, value, and intensity
- Transfer image to transparency
- Use transparency on overhead projector to enlarge and project image to canvas or paper surface

**Skill Objectives**

Students will:

- use digital imaging to frame a composition.
- develop images using the scanning process.
- transfer color image to black and white to study values.
- use a digital or SCR camera to photograph work for slides, CD-Rom, or Power Point portfolio presentation.

**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:

- defend personal interpretations using reasoned argument.

**Unit Objectives**

Students will be able to:

- selectively organize and improve portfolio based on quality work.
- include samples of all assignments with preliminary sketches and research/resource materials.

**Essential Question**

- How should artwork be prepared and organized for presentation?

**Focus Questions**

- How should art work be prepared and organized for presentation?
- How does a student learn to critique and evaluate their work in order to improve their portfolio?
- How is a mat measured and cut?

**Assessments**

- Present completed portfolio as originals or in digital format
- Measure and cut a mat for completed artwork
- Maintain an inventory and self-evaluation of completed work

**Skill Objectives**

Students will:

- cut mats for finished art work, adding protective film.
- write a self-evaluation of completed work.