

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

**ADVANCED DRAWING AND
PAINTING**

Board of Education Approved 03/27/2007

ADVANCED DRAWING AND PAINTING

Statement of Purpose

Art students at Fairfield High Schools are taken through a series of advancing levels of inquiry, which allow them to develop techniques, visual literacy and advanced thinking skills.

The advanced course in drawing and painting presents performance assessments that expose students to a variety of perspectives beyond standard or classic art product. This course builds on the student's skills, understanding and appreciation of historic and cultural references.

Pieces from this course are often photographed for use by students during the college application process and/or for use in an AP Art portfolio.

Audience

Grades 11 and 12

Prerequisite

Drawing and Painting I

Design and 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 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, engaging in research and advanced planning using multiple resources.
- explore possible combinations of mixed media.
- analyze in discussion and writing the works of famous artists and explore visual concepts.
- understand inking techniques.
- explore creative applications including hand coloring, registering and overlaying multiple plates, and printing on various kinds of paper.
- explore ideas in-depth beyond the restrictions of the classroom.

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.
- 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.
- apply drawing techniques to etching, lithography and/or monoprinting process.
- develop value and contrast on printing plate.
- apply inking techniques.
- use the sketchbook as a journal to record individual ideas and observations.
- 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.
- 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.
- effectively manipulate the space, and arrange the items in a given work of art to produce a desired effect.
- 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.

Visual Art 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.

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.

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

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.

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

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.

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)

Information and Technology Standards (to be added)

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?

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?

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

UNITS of STUDY

Unit 1: Observational Drawing

Visual Art 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.

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?

Core Topics

- Establish an effective composition
- Develop an awareness of how edges are formed (contour line, value/color contrast, textural change etc.)
- Render form effectively using different media
- Perceive and interpret light and shade (chiaroscuro)
- Use transparent media
- Observe and capture gesture
- Use perspective to interpret space
- Incorporate variety and contrast within content

Unit Objectives

Students will be able to:

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

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.

Sample 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

Pacing

5 weeks

Unit 2: Painting

Visual Art 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.

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?

Core Topics

- Develop the overall picture plane
- Use color expressively
- Incorporate value and contrast for dramatic effect
- Explore a variety of painting applications and surfaces
- Select appropriate media for desired outcome
- Further develop painting technique
- Choose the appropriate ground for a particular painting

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.

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.

Sample 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

Pacing
6 weeks

Unit 3: Printmaking

Visual Art 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.

Essential Questions

- 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?

Core Topics

- Use line expressively to indicate edge, shape and texture
- Use hatching and crosshatching to render value and form
- Develop contrast with shape, color and value
- Organize positive and negative spaces to achieve a balanced composition
- Select and experiment with a variety of printmaking techniques and papers

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.

Skill Objectives

Students will:

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

Sample Assessments

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

Pacing

5 weeks

Unit 4: Sketchbook

Visual Art 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.

Essential Question

- 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?

Core Topics

- Will work independently to record and pursue solution to artistic problems
- Create art works where time is not a restraint
- Develop a consistent work ethic
- Apply ideas and techniques taught in the classroom

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.

Skill Objective

Students will:

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

Sample Assessment

- Sketchbook/journal

Pacing

Developing a sketch book is an activity which continues throughout the course and is embedded into all learning.

Unit 5: Portfolio

Visual Art 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)

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?

Core Topics

- Create a folio of original art work showing student progress
- Record completed art work in digital on student H drive
- Burn student images to CD

Unit Objective

Students will be able to:

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.

Sample 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

Pacing

2 weeks

Unit 6: Technology

Visual Art 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.

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?

Core Topics

- Enlarge or reduce images
- Combine images from different sources
- Manipulate form, color, or contrast of traditional images

Unit Objectives

Students will be able to:

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.

Sample Assessments

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

Pacing

This unit is embedded as an extension/enhancement of the drawing, painting and printmaking units.

Unit 7: Critique and Aesthetic Issues

Visual Art 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.

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?

Core Topics

- Analyze progress during the process of creating a work of art
- Make observations with instructor and fellow students

Unit Objectives

Students will be able to:

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.

Sample Assessment

- Individual or group formal or informal critique

Pacing

This unit is embedded as an extension/enhancement of the drawing, painting and printmaking units.