

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

DRAWING & PAINTING I

Board of Education Approved 03/27/2007

DRAWING & PAINTING I

Statement of Purpose

Assessments in art are linked to real world experiences. As a department, we value active, hands-on learning and the acquisition of knowledge as well as the connection to drawing and painting as a language of culture and history.

Students who have taken Foundations in Art and Intermediate Art have been given the tools to represent their ideas in a two dimensional format. This course is geared to the student who would like to apply and improve their technical skills and to further develop their personal style.

Audience

Grades 11 & 12

Prerequisites

Foundations in Art, Intermediate Art or teacher recommendation

Design and 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 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 to critique art work during class discussions.
- 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.
- understand inking techniques.
- explore creative applications including hand coloring, registering and overlaying multiple plates, and printing on various kinds of paper.
- explore the use of Photoshop, enlarging or reducing images, adjusting color, contrast and intensity.
- selectively organize and improve portfolio based on quality work.

- include samples of all assignments with preliminary sketches and research/resource materials.

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.
- use observation to draw the figure using correct proportions and line.
- use a variety of surfaces and materials intended for drawing.
- define form using opaque and transparent painting media.
- transfer knowledge of value and color using painting techniques.
- develop balanced composition with the effective use of movement.
- use edge contrast to define shape.
- 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.
- 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.
- cut mats for finished art work, adding protective film.
- write a self-evaluation of completed work.

Visual Art 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.

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.

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.

Students will defend personal interpretations using reasoned argument.

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.

Information and Technology Standards (to be added)

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?

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?
- 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?
- 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?
- 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?
- 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?

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, record and develop ideas for content over time.

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?

Core Topics

- Awareness of edges with contour line
- Rendering form
- Light and shade (chiaroscuro)
- Transparency
- Gesture
- Perspective
- Composition
- Contrast

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.

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.
- use observation to draw the figure using correct proportions and line.
- use a variety of surfaces and materials intended for drawing.

Sample 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

Pacing

5 weeks

Unit 2: Painting

Visual Art 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.

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?

Core Topics

- Color gradation
- Color as a compositional element
- Color harmony and theories
- Value and intensity
- Variety of painting applications
- Mixed media
- Color mixing

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.

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.

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 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

Pacing

5 weeks

Unit 3: Printmaking

Visual Art 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.

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?

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 space 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:

- 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.

Sample 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

Pacing
5 weeks

Unit 4: Technology

Visual Art 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.

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?

Core Topics

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

Unit Objective

Students will be able to:

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

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.

Sample 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

Pacing

1 week

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 defend personal interpretations using reasoned argument.

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?

Core Topics

- Apply basic photography skills
- Effective use of lighting
- Mat or mount artwork for display
- Organize work by theme or content

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.

Skill Objectives

Students will:

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

Sample 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

Pacing

2 weeks