

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

DRAWING 1

Curriculum writing committee:

Tricia Kaylor

Grade Level: 9-12

Date of Board Approval: ____ 2024 _____

Course Weighting (Points): Introduction to Drawing 1

Projects (Mastery of skills delineated in the curriculum) 100 points each	80%
Skill Building Activities (including sketchbook planning) 25-50 points each	20%
Total	100%

Curriculum Map

Overview:

Developed for the student who wants to learn how to draw realistically, this course is a basic observational drawing class approached in a very traditional way. Students will be taught to see and accurately represent real objects. The concepts of proportion, comparison, location, basic geometric shapes, measuring, estimating, and light logic are introduced, practiced and utilized in all drawings. Mastery of these skills will prove useful in many other art course offerings. Sketchbook homework is an important part of this course and will be assigned weekly.

Time/Credit for the Course: 1 semester, 90 days, 1/2 credit, 1 period per day

Goals:

- **Marking Period 1/3: Overview based on 45 days:**
 - Unit 1: Visual Spatial Relationships (25 days)
 - Studio protocol
 - Finding and using visual landmarks
 - Using a ruler to measure
 - Grid drawing
 - Analyzing size, proportion and angles, aka “sighting”
 - Simple geometric forms that provide the framework for more complex objects
 - Picture plane relationship between three-dimensional reality and two-dimensional drawing
 - Vocabulary and technical terminology
 - Unit 2: Value, Light Logic, Form, and Composition (20 days)
 - Value
 - Light logic: the effect of a light source on three-dimensional form
 - Edges and contour line drawing
 - Critical observational skills
 - Composition and use of format
- **Marking Period 2/4: Overview based on 45 days:**
 - Unit 2 (Continued): Value, Light Logic, Form, and Composition (15 days)
 - Vocabulary and technical terminology
 - Value
 - Various pencil, eraser and paper strengths and limitations
 - Effort, time and patience needed to develop pencil control and technique
 - Cropping and scene selection
 - Negative space
 - Refinement of pencil technique
 - Value mapping
 - Unit 3: Pencil Technique and Portraiture (30 days)
 - Accurate portraiture
 - Artistic license
 - Self- evaluation and reflection
 - Concept development
 - Group critique

Big Ideas:

- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
- Artists use tools and resources as well as their own experiences and skills to create art.
- There are formal and informal processes used to assess the quality of works in the arts.

Textbook and Supplemental Resources:

- Various art supplies, not limited to, but including: drawing paper, drawing pencils, charcoal, ink, erasers, teacher prepared slide presentations for each topic, bulletin board displays of step by step process, finished examples, vocabulary list, “Drawing on the Right Side of the Brain” Betty Edwards

Curriculum Plan

UNIT 1: Visual Spatial Relationships

Time/Days: 25

Standards:9.1.12.A., 9.1.12.B., 9.1.12.G., 9.2.12.B, 9.2.12.C, 9.2.12.K., 9.3.12.A., 9.3.12.B., 9.3.12.D.

Anchors: M08.C-G.1.1.1; M08.C-G.3; E08.B-C.3.1; E08.B-C.3.1

Eligible Content: Visual Spatial Relationships, landmarks, grids, sighting

Objectives:

- Students will be able to identify and properly use a variety of pencils, erasers, tortillion and paper types. (DOK level 1 and 2)
- Students will be able to locate and utilize visual landmarks.(DOK level 2)
- Students will be able to accurately measure and mark an even grid system of boxes on reference photos and on drawing paper. (DOK level 2)
- Students will use the concept of a picture plane to discern three dimensional observations from two dimensional representations, use sighting skills to measure relative proportion and transfer that information to the drawn image.(DOK level 1 and 2)
- Students will use basic geometric forms as an aid to perception and rendering. (DOK level 2)
- Students will apply understanding of linear perspective to observational drawing. (DOK level 2 and 3)
- Students will develop critical observational skills in order to evaluate and discuss artwork. (DOK level 1,2,3,4)

Core Activities and corresponding instructional methods:

1. Classroom Procedures: portfolio and tool distribution, explanation, experimentation, storage.
2. Teacher will introduce visual and spatial relationships on a 2 dimensional surface using the concept of landmarks.
3. Students will practice finding and using landmarks.
 - Possible activities and projects: Upside down drawing (Betty Edwards image of Stravinsky), copy exercises, group participation grid drawing, each student receives several random squares to copy and then assemble into a large cohesive image, individual grid drawings
4. Sighting Skills
 - Show portion of Betty Edward's "Drawing on the Right side of the Brain" video
 - Teacher demonstration: base object and baselines.
 - Guided practice for students: practice drawing using 2 objects, add objects as student progresses

- Graded sighted drawing. Possible subject matter: traditional still life, bottles, etc.
5. Perspective Drawing
- Teacher will review 1 point and 2 point perspectives.
 - Show slide examples and teacher demonstrations.
 - Students will practice 1 and 2 point perspective drawing principles.
 - Students will create a 1 or 2 point perspective drawing from observation.
Possible subject matter: architecture, hallway, bricks, boxes, stack of books.

Materials:

- Paper, pencils, erasers, finished examples of the projects, visual instructions on techniques (Slide presentations, hands outs, posters, videos), project rubric

Assessments:

- **Diagnostic:** Q and A before lesson presentation, discuss and analyze examples, pre-instruction drawing activity.
- **Formative:** Teacher observation of practice drawings and in class exercises, student self-evaluation, skill improvement.
- **Summative:** Comparison to finished examples, project rubric/criteria

UNIT 2: Value, Light Logic, Form, and Composition

Time/Days: 35

Standards:9.1.12.A., 9.1.12.B., 9.1.12.G., 9.2.12.B, 9.2.12.C, 9.2.12.K., 9.3.12.A., 9.3.12.B., 9.3.12.D.

Anchors: M08.C-G.1.1.1; M08.C-G.3; E08.B-C.3.1; E08.B-C.3.1

Eligible Content: Value, Light logic, form, composition, charcoal techniques, surface treatment, critique

Objectives:

- Students will be able to observe value differences (DOK level 1)
- Students will differentiate between vine charcoal and compressed charcoal (DOK level 2)
- Students will develop necessary charcoal technique to reproduce a value scale (DOK level 1 and 2)
- Students will analyze the effect of light on three dimensional objects and be able to accurately represent the object's form. (DOK level 2 and 3)
- Students will develop critical observational skills in order to evaluate and discuss artwork. (DOK level 1,2,3,4)

Core Activities and corresponding instructional methods:

1. Teacher will introduce value, light logic, and form.
 - Show and discuss "Value" slide presentation.
2. Practice and experimentation with charcoal.
 - Discuss the difference between vine and compressed charcoal.
 - Demonstrate charcoal techniques
 - Guided practice, value and shading exercises, value scale project
3. Draw and shade objects from observation to show volume and form.
 - Practice: drawing and shading a simple object under the studio lights
4. Create realism through the use of surface texture.
 - Present images of realistically rendered objects that have unique surface qualities such as metal, cloth, baskets, wood, etc.
 - Discuss the role of charcoal techniques such as layering, blending and directional marks.
 - Analyze the role of light logic.
 - Practice: drawing and shading fabric, glass, and reflective surfaces.
5. Define composition, compare and contrast central, asymmetrical and diagonal compositional styles.
 - Slide presentation, discuss and analyze composition of various masterworks.
 - Use magazines to find examples of the three compositional styles. Label them.
 - Discuss the visual impact of each style.

6. Define cropping, scene selection and artistic choices.
 - Demonstrate the use of a viewfinder to isolate a composition from a larger scene.
 - Guided practice as students find examples of central, asymmetrical and diagonal compositions.
 - Students will use a viewfinder to isolate and sketch a variety of compositions.
 - Discuss and analyze composition sketches.
7. Charcoal still life drawing
 - Large shaded charcoal still life with fabric and multiple surface textures.
8. Critique and Analysis Activity
 - Midpoint critique will encourage objective evaluation of the use of value and allow for modifications, the teacher will meet one on one with each student and students will share thoughts with peers.
 - Final critique will be held to allow students to evaluate works using project criteria.

Materials:

- Paper, charcoal, erasers, viewfinders, magazines, finished examples of the projects, visual instructions on techniques (Slide presentations, hands outs, posters, videos), project rubric

Assessments:

- **Diagnostic:** Q and A before lesson presentation, discuss and analyze examples, pre-instruction drawing activity.
- **Formative:** Teacher observation of practice drawings and in class exercises, student self-evaluation, skill improvement.
- **Summative:** Comparison to finished examples, project rubric/criteria

UNIT 3: Pencil Technique and Portraiture

Time/Days: 30

Standards:9.1.12.A., 9.1.12.B., 9.1.12.G., 9.2.12.B, 9.2.12.C, 9.2.12.K., 9.3.12.A., 9.3.12.B., 9.3.12.D

Anchors: E08.B-C.3.1; M08.C-G.1.1.1; M08.C-G.3

Eligible Content: Pencil shading techniques, value, portraiture, critique

Objectives:

- Students will differentiate between H, B, HB pencils to create value. (DOK level 2)
- Students will develop necessary pencil techniques to reproduce a value scale. (DOK level 1 and 2)
- Students will be able to identify and analyze how value reveals the form of an object. (DOK levels 2 and 3)
- Students will be able to use proportional relationships to accurately draw the human face. (DOK levels 1 and 2)
- Students will be able to recognize and render the structural attributes of various facial features. (DOK levels 1 and 2)

Core Activities and Corresponding Instructional Methods:

1. Teacher will introduce pencil shading to create value.
 - Discuss the difference between H, HB and B pencils.
 - Show and discuss master artworks.
 - Compare and contrast pencils to charcoal.
2. Practice and experimentation with pencil.
 - Demonstrate the squirkling pencil technique including a time lapse video.
 - Guided Practice: Value and Shading Exercises, Value Scale Project
 - Suggested Value Projects:
 - Holes and Layers
 - Fractured Values
 - Small Object Enlarged
3. Portraiture
 - Use handouts and bulletin board display to show the proportional relationship of facial features and structure.
 - Use a photo of a student to measure and prove proportional guidelines.
 - Practice drawing various facial features, analyze, identify and label structural components.
 - Show various student examples of self-portraits, discuss the role of value to establish form and realism.
 - Working from a photo, students will draw accurate self-portrait.
 - Critique works in progress and finished works using appropriate vocabulary and criteria.

4. Critique and Analysis Activity

- Midpoint critique will encourage objective evaluation of the use of value and allow for modifications, the teacher will meet one on one with each student and students will share thoughts with peers.
- Final critique will be held to allow students to evaluate works using project criteria.

Materials:

- Paper, various drawing pencils, erasers, photo references, finished examples of the projects, visual instructions on techniques (Slides presentations, hands outs, posters, videos), project rubric

Assessments:

- **Diagnostic:** Q and A before lesson presentation, discuss and analyze examples, pre-instruction drawing activity.
- **Formative:** Teacher observation of practice drawings and in class exercises, student self-evaluation, skill improvement.
- **Summative:** Comparison to finished examples, project rubric/criteria