

DELAWARE VALLEY SCHOOL DISTRICT

# **PLANNED INSTRUCTION**

A PLANNED COURSE FOR:

## **DRAWING 2**

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Curriculum writing committee:

**Tricia Kaylor**

**Grade Level: 9-12**

Date of Board Approval: \_\_\_\_\_ 2024 \_\_\_\_\_

## Course Weighting (Percentages): Introduction to Drawing 2

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

## Curriculum Map

### Overview:

This course is a continuation of Drawing 1 and further develops observational drawing skills with the addition of the human figure and the landscape as subject matter, often working from student provided photographs and reference materials. Lessons and projects will assume proficiency with basic drawing skills and will now focus on student creativity and experimentation to meet project criteria. Design concepts and composition will be explored as a means of personal expression. A variety of drawing tools and processes will be used, including printmaking, conte` crayon, pen and ink, collage, watercolor and pastel.

**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: Exploration of drawing media and style (45 days)
    - Studio Protocol
    - Strengths and limitations of various wet and dry drawing media
    - Building upon basic competencies to acquire confidence and versatility
    - Compositional planning
    - Stylization of natural forms
    - Self-evaluation as a means to artistic development
    - Critical observational skills
    - Use of formal critique to evaluate and understand artwork
    - Cultural and historical influences on artistic style and subject
    - How personal interpretation can motivate artistic expression
    - Abstraction of reality as a source of ideas and design
    - Effective selection and use of design and media
    - Role of artist's statements
- **Marking Period 2/4: Overview based on 45 days:**
  - Unit 2: Printmaking (25 days)
    - Self-evaluation as a means to artistic development
    - Critical observational skills
    - Compositional planning
    - Vocabulary and technical terminology
    - Experimentation as a path to creative problem solving
    - How critical evaluation process leads to understanding and artistic development
    - Linoleum printmaking technique
    - Monoprint technique
  - Unit 3: Figure drawing (20 days)
    - Figure drawing conventions and techniques
    - Concept of "point of view"

## Big Ideas:

1. Artists use tools and resources as well as their own experiences and skills to create art.
2. The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
3. People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.
4. The arts provide a medium to understand and exchange ideas.

# Curriculum Plan

**Unit 1: Exploration of drawing media and style**

**Time/Days: 45 sessions**

**Standards:** 9.1.12A, 9.1.12B, 9.1.12C, 9.1.12E, 9.1.12G, 9.1.12H, 9.1.12J, 9.3.12A, 9.2.12B, 9.3.12F,

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

## **Objectives:**

- Students will demonstrate mastery of sighting skills on a variety of complex subjects. (DOK level 3)
- Students will demonstrate ability to use new drawing media and techniques in representational drawings. (DOK level 2 and 3)
- Students will be able to use design elements and principles to plan and make original artwork. (DOK levels 1,2,3, and 4)
- Students will express a personal point of view (DOK level 3)
- Students will use appropriate vocabulary and critique skills to analyze works of art. (DOK level 3)
- Students will evaluate the quality of works in progress and finished works using criteria appropriate to the media and processes used. (DOK level 4)

## **Core Activities and Corresponding Instructional Methods:**

1. Course introduction, requirements, responsibilities.
  - Teacher lecture, demonstration, Q and A.
2. Review of compositional styles and guidelines.
3. Mixed Media Composition:
  - Introduce new drawing media: colored pencils, conte crayon, sketch n' wash pencils and pen and ink.
  - Demonstrate proper technique, use of tools and supplies.
  - Guided practice with drawing media.
  - Compare and contrast effects of each media. Discuss value creation.
  - Display and discuss finished examples and project criteria.
  - Students will choose and use each required medium to create composition.
  - Critique of final composition.
  - Project Suggestion:
    - Still life
4. Contour Line
  - Guided practice, blind contour, continuous contour, modified contour, cross contour.
  - Display and discuss finished examples.
  - Guided practice altered substrates.
  - Guided practice, monoprinting.

- Students will select an altered substrate, select a contour line style and execute contour line drawing on an altered substrate.
  - Critique, mid-point and final.
  - Project Suggestion:
    - Botanicals: Plants and/or Flowers
5. Stylized pastel drawing
- Slide presentation and discussion of “stylization” as a design tool.
  - Display and discuss finished project examples.
  - Guided practice, make stylization modifications using a photograph as a reference.
  - Guided practice color mixing and blending with pastels.
  - Students will select and modify a photograph, select composition and execute drawing.
  - Critique, mid- point and final.
  - Project Suggestion:
    - Landscapes
6. Reverse Tonal Drawing (White Charcoal on Black Paper)
- Slide presentation and discussion of “Chiaroscuro” use of values.
  - Guided practice of tonal drawing.
  - Display and discuss finished examples.
  - Student execution of reverse tonal drawing.
  - Critique, mid-point and final.
  - Project Suggestion:
    - Portraits
    - Highly Reflective Objects

#### **Assessments:**

- **Diagnostic:** Q&A before new material presentation, pre instruction drawings, where applicable.
- **Formative:** Teacher observation of works in progress, practice sessions, mid-point critique, student self-evaluation, comparison to examples, one on one discussion with students during project work sessions.
- **Summative:** Final critique with class, individual and teacher comparison to project criteria and grading rubric.

#### **Materials and Resources:**

- Variety of papers and substrate materials
- Variety of wet and dry drawing media
- Teacher prepared slide presentations for each topic.
- Examples of master works employing technique or media
- Examples of past student work
- Bulletin Board displays with examples, details, tips.
- Elements and Principles of Design Posters
- “Keys To Drawing With Imagination” Bert Dodson
- “Drawing Lab” Carla Sonheim
- “100 Creative Drawing Ideas” Anna Held Audette

## Unit: 2 Printmaking

Time/Days: 25 sessions

**Standards:** 9.12.1A., 9.12.1.B., 9.12.1.D., 9.12.1.H., 9.12.2.C., 9.12.K., 9.12.3.A., 9.12.3.B., 9.12.3.D

**Anchors:** M04.C-G.1.1.1, M04.C-G.1.2.3, CC.2.4.2.A.1

### Objectives:

- Define relief printmaking process and associated vocabulary. (DOK level 1)
- Recognize attributes of relief printmaking artform. (DOK level 1)
- Define, identify, modify and apply elements of texture, shape, value, and line. (DOK levels 1,2, and 3)
- Recognize and develop stylization of realistic objects. (DOK levels 1,2,3, and
- Identify how contour lines can create shapes within a form. (DOK level 2)
- Predict visual design effects of various materials. (DOK level 2)
- Investigate and compare reduction prints and monoprints. (DOK level 3)
- Create a relief design for a reduction print. (DOK level 4)
- Use transfer process to produce a series of prints. (DOK level 2)

### Core Activities and Corresponding Instructional Methods:

1. Introduction to printmaking as an artform
  - Slide presentation and discussion “Block Printing” design and processes.
  - Show examples of master works.
  - Review of stylization principles, Q&A, discussion.
2. Guided practice
  - Students will practice making design modifications to a photograph to make it suitable for block printing design.
  - Demonstrate Notan approach to composition.
  - Students will make several thumbnail Notan compositions, evaluate and select the best.
3. Printmaking tools and printing methods
  - Vocabulary introduction and review, printmaking terms.
  - Demonstration of transfer and safe use of carving tools.
  - Demonstration of printing processes traditional and experimental, signing, editioning, and matting.
    - Linocut/relief
    - Monoprinting
4. Student print production.
  - Project Suggestion:
    - Architecture
    - Propaganda
    - Shoes
    - Portrait
    - Landscape
    - Recreate a previous artwork as a print

## 5. Critique

- mid-point and final.

### **Assessments:**

- **Diagnostic:** Q&A before new material presentation, pre instruction drawings, where applicable.
- **Formative:** Teacher observation of works in progress, practice sessions, mid-point critique, student self-evaluation, comparison to examples, one on one discussion with students during project work sessions.
- **Summative:** Final critique with class, individual and teacher comparison to project criteria and grading rubric.

### **Materials and Resources:**

- Variety of papers and substrate materials
- Variety of inks
- Brayers, inking plates, barren, printing press
- Teacher prepared slide presentations for each topic.
- Examples of master works employing technique or media
- Examples of past student work
- Bulletin Board displays with examples, details, tips.
- Elements and Principles of Design Posters

### Unit 3: Figure drawing

Time/Days: 25 sessions

**Standards:** 9.1.12A, 9.1.12B, 9.1.12C, 9.1.12E, 9.1.12G, 9.1.12H, 9.1.12J, 9.3.12A, 9.2.12B, 9.3.12F

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

#### Objectives:

- Students will demonstrate mastery of sighting skills on a variety of complex figures. (DOK level 3)
- Students will demonstrate ability to use new drawing media and techniques in representational drawings. (DOK level 2 and 3)
- Students will be able to use design elements and principles to plan and make original artwork. (DOK levels 1,2,3,and 4)
- Students will express a personal point of view (DOK level 3)
- Students will use appropriate vocabulary and critique skills to analyze works of art. (DOK level 3)
- Students will evaluate the quality of works in progress and finished works using criteria appropriate to the media and processes used. (DOK level 4)

#### Core Activities and Corresponding Instructional Methods:

1. Introduction to figure drawing
  - Slide presentation of gesture, tonal and sighted figure drawings.
  - Demonstration of gesture drawing styles
  - Guided practice: figure drawing exercises
    - Timed gesture drawings with student models
    - Practice gesture drawing styles
2. Point of View
  - Slide presentation and discussion of figure drawings that express “Point of View”.
  - Point of View Exercise: Analyze magazine and internet images to interpret point of view expressed.
3. Figure drawing
  - Students will plan and create original figure drawings that express a point of view.
    - Students will generate several thumbnail sketches that demonstrate point of view.
    - Students will create original figure drawings that express a point of view.
4. Critique
  - mid-point and final.

#### Assessments:

- **Diagnostic:** Q&A before new material presentation, pre instruction drawings, where applicable.



- **Formative:** Teacher observation of works in progress, practice sessions, mid-point critique, student self-evaluation, comparison to examples, one on one discussion with students during project work sessions.
- **Summative:** Final critique with class, individual and teacher comparison to project criteria and grading rubric.

**Materials and Resources:**

- Student models
- Photographs of figures
- Variety of papers and substrate materials
- Variety of wet and dry drawing media
- Teacher prepared slide presentations for each topic.
- Examples of master works employing technique or media
- Examples of past student work
- Bulletin Board displays with examples, details, tips.
- Elements and Principles of Design Posters