

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Introduction to Drawing 1

Grade Level: 9-12

Date of Board Approval: _____ 2018 _____

Planned Instruction

Title of Planned Instruction: Introduction to Drawing 1

Subject Area: Art

Grade(s): 9-12

Course Description:

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: One Semester, ½ credit

Curriculum Writing Committee: Christine Sweeney

Curriculum Map

1. Marking Period One:

- **Overview based on 45 days:** 45 days. Learning to draw requires a cognitive shift, keen observation, use of landmarks, and the development of pencil technique and control.

- **Goals:**

Understanding of:

- Studio protocol
- Various pencil, eraser and paper strengths and limitations
- Effort, time and patience needed to develop pencil control and technique
- 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
- Value
- Light logic: the effect of a light source on three dimensional form
- Edges and contour line drawing
- Self- evaluation and reflection
- Critical observational skills
- Group critique

2. Marking Period Two:

- **Overview based on 45 days:** 45 days. Mastery of the basic drawing skills can be used to plan and execute developed drawings that accurately represent reality.

- **Goals:**

Understanding of:

- Composition and use of format
- Cropping and scene selection
- Negative space
- Refinement of pencil technique
- Artistic license
- Value mapping
- Accurate portraiture
- Concept development

Curriculum Plan

Unit: 1

Marking Period: 1

Standards:

PA Academic Standards, , PACS Reading and Writing for Science and Technology

[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., CC.3.5.11-12.I.; CC.3.6.11-12.I.](#)

Anchors: ACS ELA Assessment Anchors and Eligible Content and Mathematics Assessment Anchors and Eligible Content (Draft Versions), PACS ELA Assessment Anchors and Eligible Content

[M08.C-G.1.1.1; M08.C-G.3; E08.B-C.3.1; E08.B-C.3.1](#)

Big Idea(s):

Big Idea # 1: The skills, techniques elements and principles of the arts can be learned, studied, refined and practiced.

Essential Questions:

- Why are planning, creating, and refining essential elements part of the art-making process?

Concepts:

- Art-making is a continual process of planning, creating, and refining.

Competencies:

- While engaged in the art-making process, document the phases of planning, creating, and refining, and describe the purposes of these steps

Big Idea #2: There are formal and informal processes used to assess the quality of works in the arts.

Essential Questions: How do artists assess the quality of their own artwork?

Concepts: Artists assess the quality of their work using evaluation criteria that is specific to the media, material or technique.

Competencies: Evaluate the quality of works in progress and finished works using criteria appropriate to the media and processes used

Overview: Learning to draw from observation requires an understanding and development of perceptual skills, effective use of materials and tools, application and practice.

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Goals: Student will be able to analyze visual imagery with regard to proportion, size, shape, angle, and value in order to draw it accurately using the basic drawing materials and tools.

Objectives:

1. Student will be able to identify and properly use a variety of pencils, erasers, tortillion and paper types. DOK level 1 and 2
2. Student will be able to locate and utilize visual landmarks. DOK level 2
3. Student will be able to accurately measure and mark an even grid system of boxes on reference photos and on drawing paper. DOK level 2
4. Student 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
5. Student will use basic geometric forms as an aid to perception and rendering. DOK level 2
6. Student will apply understanding of linear perspective to observational drawing. DOK level 2 and 3
7. Student will be able to observe value differences, develop necessary pencil technique to reproduce a value scale. DOK level 1 and 2
8. Student will analyze the effect of light on three dimensional objects and be able to accurately represent object's form. DOK level 2 and 3.
9. Student will be able to observe and represent the contours and edges that comprise a three dimensional object. DOK level 1 and 2.
10. Student will develop critical observational skills in order to evaluate and discuss artwork. DOK level 1,2,3,4
11. Student will be able to follow and interpret directions for sketchbook assignments. DOK levels 1,2,3

Core Activities and Corresponding Instructional Methods:

1. **Portfolio and tool distribution, explanation, experimentation, storage.**
 - Teacher demonstration, examples, student participation
2. **Finding and using landmarks.**
 - Teacher demonstration, group participation grid drawing, each student receives several random squares to copy and then assemble into large cohesive image.
3. **Grid drawing project. Student selected reference photo is accurately drawn enlarged.**
 - Teacher demonstration, PowerPoint presentation, guided practice, finished examples

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4. Sighting skills

- Show portion of Betty Edward's "Drawing on the Right side of the Brain" DVD
- Teacher demonstration, guided practice students

5. Linear Perspective

- Show "The Basics of Perspective" DVD, discuss Q&A worksheet
- Guided practice one and two-point perspective theory, vocabulary
- Hallway drawing, practical application of acquired knowledge

6. Value, Light logic and Form

- Show and discuss "Value" PowerPoint
- Teacher demonstration of pencil technique needed to create smooth tone
- Guided practice, value and shading exercises
- Value scale project

7. Contour line, finding all of the edges that make up a three dimensional form.

- Show and discuss "Contour line" PowerPoint
- Use photo of simple object to trace around all of the edges and value changes, i.e., "contours". Discuss the aesthetics and visual qualities of this style of drawing
- Demonstrate contour line drawing technique
- Execute several contour line drawings of various objects
- Show and discuss finished artwork that uses contour line style
- Student will select subject and create a contour line drawing

8. Vocabulary and technical terminology

- Teacher presentation, student participation reading, find examples from magazine or online images, done at the beginning of each topic and as needed

9. Sketchbook requirement

- Weekly assignments used to fortify classroom instruction and skill development
- Teacher will show examples, offer instruction and explanation

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, student final critique and discussion of skills mastered and effectively used.

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Extensions: additional images to be drawn, more difficult subject matter to be selected, analysis and adoption of master's techniques, allow for personal interpretation of required skills and techniques.

Correctives: more time to finish exercises, simplified imagery, more one on one help, drawing on the student's paper when needed, giving printed example to keep as reference when working, use traced images as the foundation for shaded drawings

Materials and Resources:

Teacher prepared PowerPoint presentations for each topic

Bulletin board displays of step by step process

Finished examples

Elements and Principles of Design Posters

Vocabulary list

DVD: "Drawing on the Right Side of the Brain" Betty Edwards

DVD: "The Basics of Perspective"

"School Arts" magazine

Discarded Magazines

Reference Books:

"Drawing on the Right Side of the Brain" Betty Edwards

"The Drawing Handbook" Stuart Purser

Curriculum Plan

Unit: 2

Marking Period: 2

Standards: PA Academic Standards, PACS Reading and Writing for Science and Technology
[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.](#),
[CC.3.5.11-12.I.](#); [CC.3.6.11-12.I.](#)

Anchors: ACS ELA Assessment Anchors and Eligible Content and Mathematics Assessment Anchors and Eligible Content (Draft Versions) , PACS ELA Assessment Anchors and Eligible Content
[E08.B-C.3.1](#); [M08.C-G.1.1.1](#); [M08.C-G.3](#)

Big Idea(s):

Big Idea # 1: The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced

Essential Questions:

- How do artists refine their skills to carry out intentions in their artworks?

Concepts:

- Artists refine skills and techniques to carry out their intentions in their artworks.

Competencies:

- Plan and execute accurate and well composed observational drawings with a variety of subject matter.

Big Idea #2: The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.

Essential Questions:

- How do artists document the development of their artistic process?

Concepts:

- Artists work to develop skills, techniques and ideas in a sketchbook or journal to document and refine their process.

Competencies:

- Generate a series of entries in a sketchbook that demonstrates attention to skills, techniques, and ideas in process.

Big Idea #3: There are formal and informal processes used to assess the quality of works in the arts.

Essential Questions:

- What role does critique play in an artist's development?

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Concepts:

- Artists and students of art frequently engage together in formal critiques of artwork as part of the process of developing their practice.

Competencies:

- Participate in a formal critique with peers to assess the developing qualities in their own artwork.

Big Idea #4: There are formal and informal processes used to assess the quality of works in the arts.

Essential Questions:

- How do artists assess the quality of their own artwork?

Concepts:

- Artists assess the quality of their own work using evaluation criteria that is specific to the media, material or technique.

Competencies:

- Evaluate the quality of a finished drawing using specific and appropriate criteria for realistic, observational drawing.

Overview: Acquired skills, technique and knowledge can be used at the artist's discretion to create original and accurate representational drawings.

Goals: Students will be able observe, select, compose and accurately render a wide variety of subject matter, evaluate and appreciate the merits of a successful drawing.

Objectives:

1. Student will be able to use a viewfinder to crop a scene. DOK level 1
2. Student will recognize the attributes of a balanced composition. DOK level 1
3. Student will be able to identify the three basic compositional styles. DOK level 1
4. Student will be able to create a balanced compositional style. DOK levels 1 and 2
5. Student will be able to identify negative shapes and their role in compositional design. DOK levels 1,2,3
6. Student will employ the use of thumbnail sketches as a planning device.
DOK levels 1,2,3
7. Student will be able to use value to recreate surface texture of a variety of objects.
DOK levels 1,2,3
8. Student will be able to critique works in progress and finished works using appropriate vocabulary and criteria. DOK levels 1,2,3,4
9. Student will be able to identify and analyze how value reveals the form of an object.
DOK levels 2,3
10. Student will be able to use proportional relationships to accurately draw the human face. DOK levels 1,2

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11. Student will be able to recognize and render the structural attributes of various facial features. DOK levels 1,2
12. Student will be able to follow and interpret directions for sketchbook assignments. DOK levels 1,2,3

Core Activities and Corresponding Instructional Methods:

1. Define composition, compare and contrast central, asymmetrical and diagonal compositional styles.

- PowerPoint 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.

2. Define cropping, scene selection and artistic choices.

- Demonstrate the use of a viewfinder to isolate a composition from a larger scene. Use guided practice as students find examples of central, asymmetrical and diagonal compositions.
- Students will use viewfinder to isolate and sketch a variety of compositions.
- Discuss and analyze composition sketches.

3. Define negative space and its role in composition.

- PowerPoint presentation and discussion of negative space as a compositional consideration.
- Analyze previous sketches and identify negative space.
- Demonstrate the creation of negative shapes through the manipulation of object placement within the composition.
- Students will select appropriate objects, plan and draw a composition that uses strong negative shapes.
- Critique the finished compositions, identify role of negative shapes.

4. Idea generation and use of thumbnails.

- Demonstrate how to draw thumbnail sketches.
- Students will do several thumbnail sketches of scenes found in the room.
- Discuss the role of thumbnails as brainstorming and idea generation tools.

5. Creating realism through the use of surface texture.

- PowerPoint presentation of realistically rendered objects that have unique surface qualities such as metal, cloth, baskets, wood, etc. Discuss the role of pencil techniques such as layering, blending and directional marks. Analyze the role of light logic.

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- Practice drawing a variety of objects with unique surface properties.
- Use cropping to compose a central, asymmetrical or diagonal composition and render all objects accurately using light logic and appropriate pencil technique.
- Group critique of works in progress and finished works.

6. Portraiture

- Use handouts and bulletin board display to show the proportional relationship of facial features and structure.
- Use photo of 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, student will draw accurate self-portrait.
- Critique works in progress and finished works using appropriate vocabulary and criteria.

7. Sketchbook activities

- Done weekly throughout the quarter to reinforce classroom instruction and activities.

Assessments:

- **Diagnostic:** Pre-instructional drawings, question and answer activities before and during presentation of new material and techniques.
- **Formative:** Observation of practice drawings and planning sketches, one on one discussion with students to determine understanding of objectives, peer critique, mid-point critique, student self-evaluation of works in progress relative to project criteria.
- **Summative:** Final critique, project rubric, comparison to required criteria, written reflection and justification statement.

Extensions: Work on a larger format, include more challenging objects, select a foreshortened perspective view, include more objects, work from a mirror instead of photo for portrait, select more challenging subject matter for sketchbook assignments, allow for personal interpretation of assignments.

Correctives: More time given for drawings, less objects required, work on smaller format, place objects closer to student, work from a photo reference rather than actual object, can trace outline of object as a guide.

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Materials and Resources:

- Various handouts compiled for each topic showing examples and step by step instructions.
- Teacher prepared PowerPoint presentations for each topic
- Bulletin board displays of step by step process
- Finished examples
- Elements and Principles of Design Posters
- "School Arts" Magazine
- Discarded Magazines

Reference Books:

- "Drawing on the Right Side of the Brain" Betty Edwards
- "Artist at Work" Ken Davies
- "The Drawing Handbook" Stuart Purser