SCHOOL DISTRICT OF THE CHATHAMS
CURRICULUM PROFILE

CONTENT AREA(S): Visual Art

GRADE LEVEL(S): 9-12

COURSE: Drawing

TIME FRAME: Semester (2.5 credits)
90 days

I. Course Overview

The School District of the Chathams' Visual Art Department teaches using the National Core Art Standards as our compass, developing our students' ability to create, present, respond, and connect with works of art.

We teach using a studio thinking philosophy, where our students develop craft, engage in personally meaningful endeavors, envision new works of art and how to bring them life, express personal meaning, observe and interpret meaning in the works of others, reflect on works of art and processes, explore new techniques, and experience collaborative artistic communities.

We teach to foster and develop our students' creative thinking and because we believe every student has the ability to develop and communicate their personal identity through the study of visual art, regardless of their future career path.

This course provides an overview of drawing, commercial art, figurative art, design, and studio arts. The course offers students the opportunity to broaden their understanding of drawing as an art form by introducing a variety of methods, techniques, mediums, and subject matter. Assignments explore aesthetics, art history, and art criticism, as well as the production of art. Instruction is based upon the components of arts education, including development of visual perception and illusionistic control, creative expression in original art works, and development of aesthetic critical judgment in the visual arts.

II. Units of Study

* **Please Note: The order in which the units are taught can be adjusted at the teacher's discretion. **

Unit 1: Contour Line, Parallel Line Rule, Pencil Value Scales *(~18 days)*
- Word Relief Art
- Origami Drawing
- Life in Flight

Unit 2: Reverse Value *(~18 days)*
- Popcorn Transformation
- White Still Life

Unit 3: Color *(~18 days)*
- Colored Pencil
    - Illustration
    - Satirical Cartoons
- Oil Pastel
    - Hands in Motion
- Marker
    - Graphic Illustration

Revision Date: January 2020

Unit 4: Figures *(~18 days)*
- Life Figure Drawing/Gesture Drawing
- Still Life
- Wrapped Objects

Unit 5: Artist-Inspired *(~18 days)*
- Ed Rushca
- Jim Kay
- Christo

Each project/topic is broken down in the following manner:
- Concept Introduction & Art History Connections
  - *Whole group discussion of basic concepts and connections to art history and culture.*
- Material/Skill Demonstration
  - *Teacher-led demonstration/modeling of new skills.*
  - *Students practice new skills.*
- Project Planning & Execution
  - *Students apply concepts and skills in a hands-on manner through the creation of individual works of art.*
- Reflection & Self-Evaluation
  - *Students complete a critique sheet, reflecting on their work and design process.*

III. Essential Questions

Unit 1: Contour Line, Parallel Line Rule, Pencil Value Scales
- How do artists use lines in their artwork?
- How does the weight of line affect how you view dimension?
- What is the difference between a contour line, sketched line and gestural line and how/when do you use each?

Unit 2: Reverse Value
- What is value and reverse and how can an artist use value to show dimension?
- What are the various media that I can use to create value and reverse value?
- How does relative and reverse value impact how light or dark a value appears?

Unit 3: Color
- What is the color wheel (primary, secondary and tertiary colors) and how do I employ colors to evoke feelings or emotion?
- What is the difference between color tiers, tints, hues, and tones and how can I use them in my artwork?
- What does monochromatic and complementary mean and how/when do I employ these techniques into my artwork?

Unit 4: Figures
- What are the properties of applications of a specific media?

Revision Date: January 2020

● Why is it important to consider surface choice in addition to media choice when planning out and creating a work of art?

Unit 5: Artist-Inspired
● What is the style of the artist under investigation and how do I emulate it using a variety of media?
● How does the artist under investigation use materials and manipulate media to create their artistic style?

IV. Learning Objectives
● Students will be able to use contour lines to depict objects in a 2-dimensional presentation with contour line and effective composition.
● Identify the application of positive and negative space in an artwork.
● Develop a line drawing which showcases knowledge and ability to use negative space as the concept for the drawing.
● Create value within a pencil drawing to show dimension in a 2D artwork.
● Learn the principles of figure drawing, body proportion and gesture drawing.
● Students will learn to show emotion within their art.
● Students will learn the importance of illustration within the written word by creating an artwork based on a passage or story.
● View areas of a photograph in terms of shapes, forms and planes rather than line and color.
● Demonstrate visual understanding of a natural form through direct observation (from life).
● Use color expressively to create convincing forms with correct values.
● Demonstrate their knowledge of composition by deconstructing and synthesizing images.
● Apply their knowledge of color theory by utilizing a color scheme to alter an image's emotional qualities.
● Apply colored pencils through layering, blending, and mark making to achieve a range of visual results.
● Use hatching, cross hatching and other mark making techniques to effectively draw with india ink pens.
● Demonstrate the usage of scale in an artwork and how it changes the viewers perception of a subject.
● Apply the five elements of art to their individual artworks.

NJSLS Visual Art Standards:
● 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
● 1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
● 1.2.12.A.1 Determine how visual art has influenced world cultures throughout history.
● 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
● 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

Revision Date: January 2020

- 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
- 1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
- 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
- 1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
- 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
- 1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
- 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- 1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

National Core Arts Standards
- VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors
- VA:Cr1.2.Ia Shape an artistic investigation of an aspect of the present day life using a contemporary practice of art or design.
- VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.
- VA:Cr2.2.Ia Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
- VA:Pr4.1.Ia Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr5.1.Ia Analyze and evaluate the reasons and ways an exhibition is presented
- VA:Pr6.1.Ia Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA:Re.8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- VA:Re.9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.

Revision Date: January 2020

- VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.

Technology Integration | NJSLS 8.1
- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- 8.1.5.D.1 Understand the need for and use of copyrights.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

21st Century Integration | NJSLS 9
- 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment.

Career Ready Practices
- CRP1. Act as a responsible and contributing citizen..
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections
- Language Arts (allegorical symbolism)
  - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Social Studies
  - 6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
- Engineering
  - 8.2.12.B.1 The cultural, social, economic and political effects of technology
  - 8.2.12.C.1 The attributes of design.
  - 8.2.12.C.6 The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
- Math
  - G-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

Revision Date: January 2020

V. Instructional Materials

Core Materials:

- The Art of Education
- Incredible Art Lessons
- Google Arts & Culture (Art Culture Resources)
- Story Jumper
- Teacher computer with Internet access and projector/Smart Board
- Document Camera
- Chromebooks/Computing Devices *(for research)*
- Oil Pastels
- Construction Paper
- Safety Scissors
- Pencils
- Reference Images
- Black and White Paper
- Sketch Paper
- Pencils
- Charcoal (white and black)
- Graphite Pencils (2H & 6B)
- Conte Crayon
- Markers
- Colored Pencils
- India Ink
- Micropens
- Illustration Board
- Bristol Board
- Circle Templates
- India Ink
- Pen Handles
- Pen Nibs
- Kneaded Eraser
- Digital Camera
- Plain paper (8 ½ x 11)
- Light Box
- Masking Tape
- Newsprint (18 x 24)
- Large Portfolio Folders
- Transfer Paper
- Scanner
- Popped Popcorn
- Craft Glue
- White Charcoal Pencils
- White Chalk
- Tracing Paper (18 x 14)
- Fine Point Colored Marker
- Brown or Toned Paper
- Sepia Pencils

Revision Date: January 2020

- Sharpies
- White Tag Board
- Thin Black Markers

Supplemental/District Created Materials:
- Word Relief Drawing
- What Makes Me Tick?
- What Makes Me Tick Presentation
- Book Illustration
- Holistic Portraits
- Ink Drawing Basics
- Ink Spheres
- Demo Ink Drawing
- Textures
- Abstract Popcorn Drawing
- Cloud Images as Inspiration
- Satirical Cartoon
- Charcoal Still Life
- Life in Flight
- Chiaroscuro Portrait Drawing
- Chiaroscuro Self Portrait Self-Assessment/Reflection
- Expressive Hands
- Employing Negative Space to Create Contrast

VI. Key Performance and Benchmark Tasks

Assessment Methods:
- Students will complete approximately five (5) projects throughout the semester.
- When a student completes a project, s/he will complete a critique sheet, reflecting on their work and answer thoughtful questions on their design process.
- A rubric is outlined on the critique sheet, delineating the project parameters and expectations which is supplied before the student begins the project.

Summative:
- Word Relief
  - *Students create a sculpture made from various strips of white paper that depicts a word or phrase. Students then develop a pencil drawing of that paper sculpture which is embellished with imagery that reinforces the idea behind the word or phrase.*
- What Makes Me Tick
  - *Students will create a self portrait using images that tells the viewer what makes them tick.*
- Book Illustration
  - *Students will write and illustrate a children's book based on childhood memories or an event. Books will have the ability to be published.*
- Holistic Portrait
  - *Students will demonstrate knowledge of cross hatching in india ink to create a series of shades to produce the illusion of a spherical form. Students will learn that a realistic portrait can be carefully created to honor someone whose life has touched their own.*

Revision Date: January 2020

Students will be able to communicate through their artwork and artist statement just how they feel about another individual.

- Popcorn Drawing
  - *Students will create an abstract drawing using popped popcorn as inspiration.*
- Satirical Cartoon
  - *Students will design an original cartoon that takes a stance on a political or social issue.*
- White Paper Still Life
  - *Students will demonstrate knowledge of line weight and contour line drawing. Students will create a composition based on a collaborative still life that employs a wide range of tone and value.*
- Life in Flight
  - *Where am I going? Which way am I headed? How do I feel about the direction of my life right now? In this Creative Challenge, students will create a still life using only paper airplanes, blocks and airport signage. The types and placement of the blocks and plans should communicate something about his/her life right now.*
- Chiaroscuro Portrait Drawing
  - *Students create a self-portrait using charcoal and chalk (or white charcoal pencils) on a mid-tone colored paper based on a photograph they have taken in class of themselves.*
- Expressive Hands Drawing
  - *Students will use pen & ink, Conté Crayon, soft pastel or oil pastel to create an expressive drawing that tells a story or conveys emotion, paying specific attention to composition and color/shading.*

Formative:
- Personal Portfolio Reflection Sheet
- Chiaroscuro Self Portrait Self-Assessment/Reflection
- Students "score" themselves on each rubric (linked above) prior to submitting the rubric and final piece for teacher review.
- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips

Alternative:
- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below

VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and IEP/504s

Special Education

- Student choice in projects to allow for appropriate skill levels to be applied.

Revision Date: January 2020

- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Remove the expectation of advanced craftsmanship.
- Pacing and guidance in long term projects.
  - Work chunked out based on tasks, individual check ins.
  - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Word Relief Drawing
  - Teacher assisted drawing to help students succeed in applying value.
  - Teacher guides students with individualized instruction as necessary.
  - Decreased expectation for craftsmanship.
- What Makes Me Tick?
  - Provide students with traceable profile photos.
  - Allow students to trace research material.
  - Provide students with patterns.
  - Instructor-driven composition for success.
- Book Illustration
  - Reduce the writing component.
  - Reduce overall project size.
  - Allow students to use computer images.
  - Instructor-driven composition for success.
- Holistic Portraits
  - Allow students to trace the photograph using graphite paper.
  - Modify the warm up activity to 5 squares instead of 10.
  - Allow students to use micro pens vs. pen and ink dip methods.
  - Chunk the assignment for better success.
  - Allow students to type the paragraph on the computer vs. handwriting.
- Abstract Popcorn Drawing
  - Use only 1 piece of popcorn.
  - Only black and white vs. colored charcoal applications.
  - Only one drawing vs. three.
- Satirical Cartoon
  - Team write ideas for their cartoon and allow them to brainstorm with a partner.
  - Guide students to find research material that will best suit the subject matter.
  - Allow students to trace some portions of the cartoon.
  - Allow students to submit a black and white cartoon vs. a colored pencil version.
- White Paper Still Life
  - Limit the view for the student to minimize still life.
  - Assist students to draw objects in proportion and allow them to add details.
  - Limit warm up value activity.
  - Allow students to work on a smaller scale.
- Life in Flight
  - Allow students to work in partners to build airplanes.
  - Limit the number of paper planes required.

Revision Date: January 2020

○ Lower value standards .

English Language Learners

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal in their native language.
- Preferential seating.

Gifted & Talented

- Word Relief Drawing
  - Teacher allows students to choose between a black and white and color format.
  - Students are given more freedom to interpret words and/or use much more complicated words.
  - Students are mentored to provide a higher degree of value separation.
  - Value can be more pronounced and complete.
- What Makes Me Tick?
  - Students cab freehand draw the profile.
  - Students will be given less direction in patterning.
  - Students will work from resource material but not trace.
  - Students will be given greater freedom with ink pens.
- Book Illustration
  - Students can complete more pages than other students.
  - Students can create more complex illustrations.
  - Students can develop a story line that appeals to higher order thinking.
  - Students can use varied media to complete illustrations.
- Holistic Portraits
  - Students can create ten squares of pen and ink texture.
  - Students can practice and use stippling for facial features.
  - Students will be given more freedom when writing about their influence.
  - Students can use traditional pen and ink methods instead of switching to micro pens.
- Abstract Popcorn Drawing
  - Students can use multiple pieces of popcorn.
  - Students can use multiple colors.
  - Students can create perspective within their mini still life.
  - Students can find higher order thinking interpretations of shapes.
- Satirical Cartoon
  - Students can create a satire that is based on higher level understanding.
  - Students can use proper symbolism and terminology when writing about their cartoon.
  - Students can be offered multiple media to complete the project.

Revision Date: January 2020

- ○ Students can draw from reference material or life not utilizing tracing.
- White Paper Still Life
  - ○ Students can be stretched to incorporate proper perspective, scale and format.
  - ○ Students can be held to a higher craftsmanship standard when using value.
  - ○ Students can draw more dimensionally from life.
- Life in Flight
  - ○ Students can use multiple forms within one drawing.
  - ○ Students can draw from life.
  - ○ Students can use advanced value skills to show dimension.
  - ○ Students can use the planes as a metaphor.

Students at Risk of School Failure

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects: Work chunked out based on tasks, individual check ins. Daily check ins.
- Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.

IEP/504s

- Completely dependent on the student's IEP/504 plan.
  - ○ If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
  - ○ If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
  - ○ If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific artistic skills that require them.

GENERAL NOTES:
- The order in which the units are taught can be adjusted at the teacher's discretion.
- Projects may change to teacher discretion as long as the identical principles of Art are incorporated.
- Days are fluid and some activities may extend longer.
- Lessons and units will be adjusted as per students' prior knowledge.
- Allowing individual student creative processes to help curtail formulaic projects.

Revision Date: January 2020