

CURRICULUM

ART

DRAWING I

(Elective Course)

Supports Academic Learning Expectation # 5 –

Students and graduates of Ledyard High School will demonstrate critical thinking skills

Approved by Instructional Council
6/2/08

STUDENT LEARNING OBJECTIVES

Drawing I

As a result of art education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 1 (State Standard #1) Understand, select and apply media, technique and processes</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>1.1 Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</p> <p>1.2 Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes</p> <p>1.3 Communicate ideas consistently at a high level of effectiveness in at least one visual arts medium</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Create drawings using a variety of media such as pencil, charcoal, pen and ink, pastels, and cray-pas b. Identify the characteristics of a variety of drawing media c. Create drawings that demonstrate a basic understanding of line, shape, value, and form d. Use contour and blind contour techniques to create drawings e. Draw representational and abstract works using a variety of media <ul style="list-style-type: none"> a. Develop a landscape drawing from thumbnail sketches of their home yard which displays three kinds of perspective <ul style="list-style-type: none"> a. Use thumbnail sketches consistently to plan art work

STUDENT LEARNING OBJECTIVES

Drawing I

As a result of art education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard # 2)	
Understand and apply elements and organizational principles of art	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> 2.1 Judge the effectiveness of different ways of using visual characteristics in conveying ideas 2.2 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	<i>Students will be able to:</i> a. Describe the effectiveness of shading, form, texture and depth utilizing a broad range of values a. Develop a basic understanding of the elements of art and principles of design through creating a variety of drawings which explore line, shape, value, and texture b. Develop a basic understanding of composition and the various ways artists can organize the elements such as symmetrical, asymmetrical and radial

STUDENT LEARNING OBJECTIVES

Drawing I

As a result of art education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard # 3)	
Consider, select and apply a range of subject matter, symbols and ideas	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> 3.1 Use, record and develop ideas for content over time 3.2 Use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning	<i>Students will be able to:</i> a. Use sketchbook drawings and thumbnail sketches as sources of ideas when using a new medium or concept a. Create drawings that expressively utilize personal subject matter, ideas and themes

STUDENT LEARNING OBJECTIVES

Drawing I

As a result of art education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 4 (State Standard # 4)</p> <p>Understand the visual arts in relation to history and cultures</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>4.1 Analyze and interpret artworks in terms of form, cultural and historical context, and purpose</p> <p>4.2 Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations and interpretations of meaning</p> <p>4.3 Compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making</p>	<p><i>Students will be able to:</i></p> <p>a. Identify the characteristics of Cubism, its historical context, and its impact on the visual arts</p> <p>a. View art work from post Cubism to the present and identify any characteristics of Cubism that have been retained</p> <p>a. Create a drawing that displays the characteristics of analytic or synthetic Cubism</p>

STUDENT LEARNING OBJECTIVES

Drawing I

As a result of art education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 5)	
Reflect upon, describe, analyze, interpret and evaluate their own and other's work	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>5.1 Research and analyze historic meaning and purpose in varied works of art</p> <p>5.2 Reflect critically on various interpretations to better understand specific works of art</p> <p>5.3 Defend personal interpretations using reasoned argument</p> <p>5.4 Apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g. technique, formal and expressive qualities, content)</p>	<p><i>Students will be able to:</i></p> <p>a. Identify examples of early calligraphy and its role in Western art</p> <p>a. View a variety of illuminated manuscripts and describe the different ways the text has been enhanced with illustrations, patterns and colors</p> <p>a. Select a work of art and list everything seen in the work and words that describe how the work makes them feel</p> <p>b. Choose one of the words and create an acrostic poem in chancery italic script</p> <p>a. Develop an illustration connected to the poem using techniques learned from the study of illuminated manuscripts</p>

STUDENT LEARNING OBJECTIVES

Drawing I

As a result of art education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 6)	
Make connections between the visual arts, other disciplines and daily life	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
6.1 Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style	a. Identify and compare the characteristics of styles of post Cubism art through Abstract Expressionism
6.2 Compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines	a. Identify and apply the connection between practice, revision and enhancement in the visual arts and other art and non-art disciplines
6.4 Apply visual arts knowledge and skills to solve problems relevant to a variety of careers	a. Create a sketchbook that explores illustration and book design

Drawing I

Grading Criteria: Still Life Drawing / Pencil

(Prior to this assignment, students have learned how to draw these forms and shade with two techniques. Now they are applying their knowledge and skill to observing and drawing an arrangement of geometric forms.)

Lightly sketch the arrangement of geometric forms, using the whole page. Check for accuracy before beginning to shade. Use cross-contour and tonal shading to develop the illusion of form and space. Try to develop a minimum of three values on each form. Cast shadows should be drawn because they help to depict space, placement and serve as transitions from object to object.

Layout (Composition): Drawing fills the page. The nearest objects are largest and are closer to the bottom of the page. The other objects have been drawn in correct relationship to the nearest object. The area between objects (negative space) has been drawn.

Accuracy of shapes: The objects (cubes, cylinders) display correct geometric form with parallel straight or curved edges. Height and width of the objects has been drawn accurately.

Describes depth: Objects overlap. The space between the objects has been depicted accurately. Diminution of size of objects suggests depth.

Range of values: The shading has been developed using the cross-contour and tonal techniques. A minimum of three values (light, medium and dark) have been used multiple times throughout the drawing. Shading describes form.

Effort / Creativity: All objects have been drawn, developed in the appropriate technique of shading with minimum of three values on each object. Student has demonstrated a willingness to explore the assignment.

Receptive to Instruction: The student actively participates by completing work according to instructions, asks for clarification, tries suggestions and uses materials correctly.

Complete: The drawing displays a unified look. There are no empty areas unless intentionally planned. Shading displays three values used to create the illusion of form and space.

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Drawing II

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<p>GOAL: District Goal # 1 (State Standard #1) Understand, select and apply media, technique and processes</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>1.1 Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</p> <p>1.2 Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes</p> <p>1.3 Communicate ideas consistently at a high level of effectiveness in at least one visual arts medium</p>	<p><i>Students will be able to:</i></p> <p>a. Create drawings using a variety of media confidently</p> <p>b. Demonstrate an understanding of perspective in created drawings</p> <p>c. Demonstrate an understanding of a broad range of shading in created drawings</p> <p>d. Create representational and abstract drawings</p> <p>a. Develop a charcoal self-portrait drawing from observation</p> <p>b. Interpret the self-portrait in pastel, using colors that best express their personality</p> <p>a. Use thumbnail sketches consistently to plan work</p> <p>b. Draw consistently with a broad range of values to achieve contrast</p>

STUDENT LEARNING OBJECTIVES

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Understand and apply elements and organizational principles of art	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> 2.1 Judge the effectiveness of different ways of using visual characteristics in conveying ideas 2.2 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	<i>Students will be able to:</i> a. Identify the effective characteristics of shading in student work and fine art reproductions a. Practice drawing skills by creating a variety of compositions such as landscape, portrait and still life b. Develop skill in drawing to achieve unity and balance in compositions

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STUDENT LEARNING OBJECTIVES

Drawing II

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GOAL: District Goal # 4 (State Standard # 4)	
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<p><i>Students will know how to:</i></p> <p>4.1 Analyze and interpret artworks in terms of form, cultural and historical context, and purpose</p> <p>4.2 Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations and interpretations of meaning</p> <p>4.3 Compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making</p>	<p><i>Students will be able to:</i></p> <p>a. Identify the characteristics of Post Impressionism, its historical context and impact on the visual arts</p> <p>a. Compare and contrast the characteristics of some of the styles of works of art from Post Impressionism through Abstract Expressionism</p> <p>a. Create a drawing which explores characteristics from one of the studied styles</p>

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<p><i>Students will know how to:</i></p> <p>5.1 Research and analyze historic meaning and purpose in varied works of art</p> <p>5.2 Reflect critically on various interpretations to better understand specific works of art</p> <p>5.3 Defend personal interpretations using reasoned argument</p> <p>5.4 Apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g. technique, formal and expressive qualities, content)</p>	<p><i>Students will be able to:</i></p> <p>a. Research the history of satire in visual arts</p> <p>a. View examples of caricatures and describe what the artists were trying to convey about their subjects and the techniques they used to communicate their meaning</p> <p>a. Select a caricature and describe it in detail including how effectively the artist has satirized his/her subject</p> <p>b. Create a caricature of a famous person using the same techniques as the studied artist</p> <p>a. Critique in a group examples of caricatures and how effectively the artists have satirized their subjects</p>

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<p><i>Students will know how to:</i></p> <p>6.1 Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style</p> <p>6.2 Compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines</p> <p>6.4 Apply visual arts knowledge and skills to solve problems relevant to a variety of careers</p>	<p><i>Students will be able to:</i></p> <p>a. Identify and compare the characteristics of various styles of abstract art</p> <p>b. Develop an abstract drawing that reflects knowledge and techniques on one of the studied styles</p> <p>a. Continue to use the idea of revision in drawing as a means of gaining skill and expressiveness in visual arts communication</p> <p>a. Explore illustration as a means of story telling by creating an “accordion book”</p>

Drawing II

Grading Criteria: Floral Still Life / Conte Crayon and Pencil

Make an observational drawing of the floral still life in conte crayon. Using the viewfinder, select a view (high or low eye level). From this vantage point, lightly sketch the still life. Refine the sketch for accuracy of shape and placement. Develop the drawing with sepia or brown Conte and mix black with it for shades and white for tints.

Layout: Composition uses the whole page, depicts a unique perspective and includes all objects.

Accuracy of shapes: A variety of lines has been used to describe the variety of plant shapes. Attention to detail and position of leaves (side, æ and frontal views as well as from below or above) is evident.

Depth: Objects overlap. The space surrounding the plants has been described accurately. Diminution was used when needed.

Value Range: The shading has been developed with tints and shades of sepia and brown. The shading describes the form and position of the plants. A minimum of 5 values has been used repeatedly through the drawing. Contrast has been achieved with the juxtaposition of strong dark and light values.

Effort and Creativity: The drawing reflects the student's effort to draw from a unique eye level, displays varied forms drawn from observation in an inventive composition.

Receptive to Instruction: The student actively participates by thoughtfully selecting a viewpoint, sketching, refining and developing the drawing. The student is responsive to suggestions and asks thoughtful questions.

Complete: The drawing displays unity, balance and contrast in its final form. Five values have been used repeatedly and the unique forms of the plants and the surrounding space are depicted dramatically.