

**Black Horse Pike Regional School District
580 Erial Road, Blackwood, NJ 08012**

Art and Design 2

COURSE OF STUDY

Fine Art Department

Written by:
Leon Moustakas

Date:
August 2023

Supervisor:
Steve Arena

Approved by:
Marcie Geyer, Director of Curriculum & Instruction

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
Highland - Timber Creek - Triton
Fine Art Department

SYLLABUS

ART and Design 2

Course Expectations and Skills

- Keep and maintain a sketch notebook.
- Formulate a personal aesthetic and develop a style.
- Become proficient in drawing and painting techniques.
- Formulate a personal aesthetic and develop a style.
- Gaining competence to mastery in applying the Elements and Principles of Design
- Create works to submit to the Annual Art Show and to be included in a personal portfolio
- Maintain Studio (classroom) Equipment organization.
- Participate in class discussions and critiques, and learn how to develop work that communicates to an audience.
- Prepare students to be successful in Art 3 and AP Art.

Course Content

Unit 1. Still-Life Drawing: This unit is designed to permit students to become reacquainted with art elements and principles of design through direct instruction and independent practice. Students will complete drawings of a variety of subjects that are designed to sharpen both observational and drawing skills. The Unit will culminate in an in-depth still-life drawing, where students will demonstrate their application of measurement and proportion, as well as utilization of visual elements and principles of design.

- **Visual Elements**

- | | |
|---------|-----------|
| ○ Line | ○ Form |
| ○ Shape | ○ Color |
| ○ Space | ○ Texture |
| ○ Value | |

- **Principles of Design**

- | | |
|------------------------|-----------------------|
| ○ Pattern | ○ Harmony |
| ○ Contrast | ○ Rhythm and Movement |
| ○ Emphasis | ○ Unity |
| ○ Balance | ○ Variety |
| ○ Proportion and Scale | |

Unit 2. Pen, Ink and Wash Drawing: This unit is designed to permit students to use and develop typical drawing skills with the utilization of wet media techniques. The addition of washes will allow students to continue to work in monochrome and gain some experience that will develop skills in painting.

- **Croquill**
- **Brush**
- **Micron**
- **Wash**

Unit 3. Drawing with Color: This unit is designed to allow students to create drawings in color where knowledge of color theories and direct observations are employed. Students will utilize traditional drawing techniques where they can manipulate their work with the use of brush and solvent with layering.

- **Colored Pencil**
- **Watercolor Pencil/ Crayon**
- **Chalk Pastel**
- **Soft Pastel**
- **Oil Pastel**

Unit 4. Collage: This unit is designed to permit students to use value and shape (and color if executed with colored papers or magazine clippings) to create an image (Suggested subjects are portraiture, landscape and animals).

Unit 5. Printmaking: This unit is designed to permit students to utilize printmaking techniques that allow for the production of multiple copies of a single work.

- **Monotype**
- **Linocut/ Woodcut**
- **Relief/ Found Object Printing**
- **Collagraph**
- **Plexiglass Etching**
- **Stencils/ Serigraphy**

Unit 6. Portraiture: In this unit, students will acquire skills in portrait drawing, where they will learn about facial anatomy, including the structure of the skull and musculature, as well as proportions. Students will use what they know about the facial structure to produce drawings of individual features with their surrounding anatomy before combining these to produce portraits.

Unit 7. Painting: In this unit students will utilize their knowledge of color theories while painting from life (direct observation), as well as from imagination.

- **Watercolor**
- **Acrylic**
- **Tempera/ Gouache**

Unit 8. Figure Drawing: In this unit, students will acquire skills in drawing the figure, where they will learn about proportion, anatomical structure, musculature and surface anatomy. Students will utilize this knowledge to produce fast-paced croquis gesture drawings and gradually proceed to finished drawings made during a longer period of time.

- **Croquis/ Gesture Drawing**
- **Timed Poses**
- **Long Duration Figure Drawing**

Core Skills and Grading Rubric

Art & Design is the process of developing an understanding of the elements and principles of design and applying that knowledge in the following four core skill areas:

- **Art Creation** - Application of art elements and principles of design in the art making process to promote mastery and communicate intent.
- **Art History** - Identify and appreciate the use of the art elements and principles of design through the contributions of artists from different cultures and historical periods.
- **Art Aesthetics** - Understand how personal and cultural aesthetics can influence use of the elements and principles of design in art and affect its intent, interpretation, and value.
- **Art Criticism** - Responding to and making judgments about how art elements and principles of design are applied and interpreted within visual works.

Visual Arts Grading Rubric

Name _____ Date _____

	Level 1 - Incomplete - No Planning Materials/Equipment used inappropriately. - Poor communication of ideas	Level 2 - Partially Complete and Shows Lack of Understanding - Little Planning - Inadequate use of materials/equipment - Not original idea	Level 3 - Complete though meeting minimum requirements - Satisfactory Planning - Adequate use of materials/ equipment - Has some unique features	Level 4 - Average understanding of elements and principles - Work shows some detail and care. - Original ideas - Appropriate use of materials/ equipment	Level 5 - Above average understanding of elements/ principles - Work is neatly executed - Concepts and Originality could be pushed further - Appropriate use of materials/ equipment	Level 6 - Advanced understanding of elements/ principles - Work is neatly executed - Advanced understanding of concepts/ originality - Appropriate use of materials/ equipment
Visual Elements & Principles of Design - Careful Planning - Effective use of elements/ principles						
Craftsmanship & Neatness - Work is neat & clean - Project is detailed and carefully made.						
Creativity & Originality - Design is original - Unique application of elements/ principles - Work shows experimentation and risk taking						
Use of Materials Shows respect for materials and the classroom.						

COURSE DESCRIPTION

Art and Design 2 - 5 Credits, Grade 10-12

Prerequisite: Successful completion of Art and Design 1 with at least an 80% average, or with teacher approval.

Art II is a more in-depth study of materials and techniques. There is a greater opportunity for experimentation and expression, though with a greater emphasis on the finished work of art. Student performance will be measured through projects completed both inside and outside of class, as well as through the ability to make informed observations during critiques at a more complex level. Art II will allow students to explore the four content areas of art production, art history, art criticism, and aesthetics at a more proficient level. Students considering pursuing Art and Design 3, and AP 2D Art and Design may begin college portfolio preparation at this level.

GRADING SCALE

Homework/ Critique	Classwork/ Participation	Projects
20%	30%	50%
Critiques will be based on the traditional outline of description, analysis, interpretation and judgement, and will consist of a variety of self and group reflections. Homework assignments will be completed regularly in a required sketchbook.	Students will earn weekly participation grades judged on meeting general classroom etiquette and expectations, and will complete a variety of classwork assignments that supplement projects.	Projects are evaluated through a rubric based on art media application and use of the art elements and principles of design. There will be at least three major project assessments per marking period.

TIER 2 & TIER 3 VOCABULARY TERMS – COMMON CORE STATE STANDARDS

ADD TO:

combine If you combine things, you put them together.

deepen If you deepen your knowledge of something, you learn more about it or strengthen what you already know.

improve If you improve something, you make it better.

incorporate If you incorporate something, you add it or include it.

integrate If you integrate something, you combine it with other things to form a complete whole.

introduce If you introduce something, you present it for the first time.

ARRANGE:

arrange If you arrange items, you place each one in a particular place or location.

list If you list things, you write them down or say them one after the other.

organize If you organize things, you arrange them in a certain order or plan them in a certain way.

sort If you sort items, you put them into different groups based on what they are like.

COLLABORATE:

collaborate If you collaborate, you work together with other people.

contribute If you contribute, you give or add something to a situation.

engage If you engage in something, you participate in it. If you engage someone in something, you keep him or her interested in it.

interact If you interact with someone, your actions affect each other.

participate If you participate in something, you take part in it.

share If you share information, you let someone else know about it.

COMPARE/CONTRAST:

associate If something is associated with something else, the two are connected or related in some way.

categorize If you categorize items, you put them in groups.

classify If you classify things, you organize them into groups based on their attributes.

compare If you compare things, you identify ways that they are the same.

connect If you connect things, you make a link between them.

contrast If you contrast things, you find the differences between them.

differentiate If you differentiate between two things, you show how they are different.

discriminate If you discriminate between things, you see or perceive a difference between them and treat them differently based on the difference.

distinguish If you distinguish something, you recognize it for a specific reason.

link If you link things together, you connect them. **match** If you match things, you pair up two things that are alike in some way.

relate If you relate things, you find connections between them.

CREATE:

accomplish If you accomplish something, you do it successfully.

achieve If you achieve something, you succeed at it.

build If you build something, you join separate items or concepts together to create something new.

compose If you compose something, you put it together using several separate parts.

construct If you construct something, you build it by putting separate parts together.

create If you create something, you make it for the first time.

develop If you develop something, you work on it over a period of time, during which it grows or changes.

draft If you draft something, you write it down for the first time, with the intention of revising it.

form If you form something, you create it.

generate If you generate something, you bring it into being or existence.

initiate If you initiate something, you make it begin.

produce If you produce something, you make it.

publish If you publish something, you prepare and distribute it.

record If you record something, you create a written, audio or video version of it that can be looked at or listened to in the future.

stimulate If you stimulate something, you encourage it to be more active.

DECIDE:

choose If you choose something, you pick that thing instead of something else.

decide If you decide something, you think about several choices and then choose one of them.

select If you select something, you choose it.

DEFINE:

define If you define something, you explain what it means very clearly and specifically.

delineate If you delineate something, you show where it is or what it is.

determine If you determine something, you discover it or decide on it.

discern If you discern something, you see or perceive how it is different.

establish If you establish something, you create it or show that it is true.

exemplify If you exemplify something, you give examples of it.

identify If you identify something, you say what it is.

interpret If you interpret something, you figure out what you think it means.

label If you label something, you assign a name, number, or symbol to it.

locate If you locate something, you find it or figure out where it is.

name If you name something, you say what it is.

recall If you recall something, you remember it.

recognize If you recognize something, you know what it is because you have seen it before.

ELABORATE:

broaden If you broaden something, you make it bigger.

derive If you derive something, you take information from a specific source and use it logically to create something new.

elaborate If you elaborate on something, you tell more about it.

enhance If you enhance something, you make it better.

expand If you expand something, you make it larger.

EVALUATE:

assess If you assess something, you estimate its value or quantity.

check If you check something, you make sure that it is accurate.

critique If you critique something, you look at it carefully to find things that could be improved.

evaluate If you evaluate something, you decide if it is good or bad or right or wrong.

judge If you judge something, you form an opinion about it.

EXECUTE:

advance If you advance something, you move it forward

calculate If you calculate something, you think very carefully about all of its details and create a plan to make it happen. If you calculate something in math, you figure out a solution using numbers and mathematical operations.

compute when you compute something, you figure out an answer or solution using math.

conduct If you conduct something, you plan and do it.

employ If you employ something, you use it to accomplish a task.

execute If you execute something, you do it.

navigate If you navigate something, you find your way through it.

EXPLAIN:

answer If you answer someone or something, you respond with information you think is correct or true.

articulate If you articulate something, you express it clearly.

clarify If you clarify something, you explain it in a way that makes it easier to understand.

communicate If you communicate, you share information with others, usually by speaking or writing.

convey If you convey something, you communicate it.

describe If you describe something, you explain what it is like.

explain If you explain something, you give information about it or reasons for it that make it easier to understand.

express When you express something, you show or tell about it.

inform If you inform someone of something, you tell him or her facts or information about it.

narrate If you narrate something, you describe a sequence of events.

present If you present something, you show or give it to someone.

recount If you recount a story or event, you describe what happened.

report If you report something, you tell about it.

respond If you respond to something, you react to it.

retell If you retell something, you tell it again.

state If you state something, you say it clearly and definitely.

summarize If you summarize something, you tell the most important information from it.

synthesize If you synthesize information, you combine it in a logical way.

HYPOTHESIZE:

anticipate If you anticipate something, you predict that something will happen and prepare for it.

approximate If you approximate something, you make a guess about its size or value.

conjecture If you conjecture, you say something that you think is true but aren't completely sure about.

consider If you consider something, you think carefully about it.

estimate If you estimate something, you guess about its amount or size without trying to be exact.

experiment If you experiment, you do a scientific test to find out something specific.

explore If you explore something, you try to find out more about what it is like.

hypothesize If you hypothesize about something, you say what you think will happen or be proven true.

pose If you pose something, you present it.

predict If you predict something, you say that you think it will happen.

test If you test something, you try it out to see how well it works.

INFER:

conclude If you conclude something, you decide whether it is true or correct after considering related information. Conclude also means to end something.

deduce If you deduce something, you figure out that it is true because you know other things are true.

generalize If you generalize, you take what you know about one situation or thing and apply it to other situations or things.

infer If you infer something, you decide that it is true after gathering and considering information about it.

reason If you reason, you think about something in an orderly, logical way.

MEASURE:

gauge If you gauge something, you measure it.

measure If you measure something, you describe its size using units.

quantify If you quantify something, you say how much of it there is using numbers.

PROBLEM SOLVE:

figure out If you figure out how to do or solve something, you find a way to do it.

overcome If you overcome something, you stop it from being an obstacle to your goal.

problem solve If you problem solve, you figure out how to overcome obstacles and find a solution.

resolve If you resolve a problem, contradiction, or issue, you find a solution for it.

solve If you solve something, you find an answer or a solution for it.

surmount If you surmount something, you overcome it.

PROVE/ARGUE:

argue If you argue for or against something, you try to convince someone who disagrees with you that something is right or wrong using reasons and evidence.

assert If you assert something, you say it confidently.

challenge If you challenge something, you question it or dispute it.

claim If you claim something, you say it is true.

confirm If you confirm something, you make sure that it is true.

defend If you defend something, you say why you think it is true.

disagree If you disagree, you have a different opinion than someone or something.

justify If you justify something, you explain why it is reasonable or appropriate.

persuade If you persuade someone to do something, you convince him or her to do it.

promote If you promote something, you help it succeed.

prove If you prove something, you give evidence to show that it is true.

qualify If you qualify something, you tell about an exception to it or add some information to it to make it less general.

specify If you specify something, you describe or explain it clearly and in detail.

support If you support something, you help it succeed.

verify If you verify something, you make sure that it is true.

PULL APART:

analyze If you analyze something, you look closely at each of its parts and see if they fit together in a way that makes sense.

decompose To decompose something means to take it apart.

decontextualize To decontextualize something, you think about it apart from its normal surroundings.

diagnose If you diagnose something, you figure out what is wrong with it.

examine If you examine something, you look at it closely.

grapple If you grapple with something, you struggle to figure it out.

investigate If you investigate something, you study or examine it closely.

partition If you partition something, you divide it into parts.

probe If you probe something, you explore or examine it closely.

REDO:

redo If you redo something, you do it over again. **repeat** If you repeat something, you do it again.

reread If you reread something, you read it again.

revisit If you revisit a topic, you think about or talk about it again.

REFERENCE: **acknowledge** If you acknowledge something, you show that you agree that it exists.

cite If you cite something, you quote, paraphrase, or refer to it.

consult If you consult something or someone, you ask for advice or information.

plagiarize If you plagiarize something, you copy it without giving credit to the original author.

refer If you refer to something, you direct attention to it by specifically mentioning it.

reference If you reference something, you mention it in a formal way.

trace If you trace something, you follow it closely.

SEEK INFORMATION:

acquire If you acquire something, you obtain it or gain it.

ask If you ask a question, you are trying to find an answer or get some information.

capture If you capture something, you describe it vividly and accurately.

compile If you compile something, you collect information and put it together.

detect If you detect something, you notice or find it.

elicit If you elicit a response or feeling from someone you draw it out of him or her.

encounter If you encounter something, you experience it.

evoke If you evoke something else, it brings it to mind.

find out If you find out about something, you learn about it.

gather If you gather things, you collect them together in a group.

listen If you listen to someone, you hear and try to understand what he or she is saying.

note If you note something, you notice it or write it down.

notice If you notice something, you become aware of it.

observe If you observe something, you see it happen or you look carefully to find out what will happen.

question If you question something, you express doubt or skepticism about it. **request** If you request something, you ask for it.

research If you research something, you look for information about it.

search If you search for something, you look for it.

seek If you seek something, you try to find it or obtain it.

study If you study something, you work to learn about it.

SEE THE BIG PICTURE:

comprehend If you comprehend something, you understand it completely.

contextualize If you contextualize something, you think about its normal surroundings.

orient If you orient people to something, you show them where they are relative to what they know.

understand If you understand something, you know what it means, how it occurs, why it happens, or why it is important.

SYMBOLIZE:

act out When you act out something, you move your body to show what it looks and sounds like.

chart When you chart something, you measure it over time and keep track of those measurements on a graph or in a table.

conceptualize When you conceptualize something, you form an idea of it in your brain. **demonstrate** If you demonstrate something, you show how to do it.

depict If you depict something, you create a picture of it.

diagram If you diagram something, you draw a picture of it using mostly lines and simple pictures, words, or numbers.

graph If you graph something, you create a picture that represents it using a grid or horizontal and vertical lines.

illustrate If you illustrate something, you use images to explain it.

imagine If you imagine something, you form a mental image or idea of it.

map If you map something, you create a diagram or picture that shows what it looks like.

model If you model something, you create a structure or system that illustrate it.

represent If you represent something, you create a sign or symbol that reminds people of the original idea or object.

symbolize If you symbolize something, you create an image, gesture, or word to represent it.

visualize If you visualize something, you create a picture of it in your head.

THINK METACOGNITIVELY:

appreciate If you appreciate something, you understand why it is important.

attend If you attend to something, you pay attention to it.

design If you design something, you create a plan for it.

monitor If you monitor something, you check its progress over a period of time.

persevere If you persevere with something, you keep doing it even though it is difficult.

plan If you plan to do something, you decide in advance what you are going to do.

prepare If you prepare for something, you get ready for it.

reflect If you reflect on something, you think about it.

self-correct If you self-correct, you fix a mistake you made.

TRANSFORM:

accentuate When you accentuate something, you make it stand out so it's easier to see or notice.

adapt If you adapt something, you change it so that you can use it differently.

adjust If you adjust something, you change it a little.

alter If you alter something, you change it.

apply If you apply something, you use it for a specific purpose.

conform If you conform, you make your actions match what something or someone says.

convert If you convert something, you change it from one form to another.

edit If you edit something, you look for and correct mistakes in it.

emphasize If you emphasize something, you draw attention to it because it is important.

manipulate If you manipulate something, you control it or move it around for a specific purpose.

modify If you modify something, you change it a little, usually to make it better.

paraphrase If you paraphrase something, you say it using different words.

rearrange If you rearrange items, you change where they are placed or located.

refine If you refine something, you make it clearer, better, or more precise.

replace If you replace something, you take it away and put something else in its place.

revise If you revise something, you change it to make it better or more accurate.

rewrite If you rewrite something, you write it differently.

shape If you shape something, you make it look a particular way.

shift If you shift something, you move it.

simplify If you simplify something, you make it smaller or easier to understand.

strengthen If you strengthen something, you make it stronger.

substitute If you substitute something, you use it in place of something else.

tailor If you tailor something, you make it appropriate for a specific reason.

transform If you transform something, you change it.

translate If you translate something, you express it in a different way.

update If you update something, you add information to it or make it more current.

Unit Overview

This unit is designed to permit students to become reacquainted with the elements of art and principles of design through direct instruction and independent practice. Students will complete drawings of a variety of subjects that are designed to sharpen both observational and drawing skills. The Unit will culminate in an in-depth still-life drawing, where students will demonstrate their application of measurement and proportion, observation skills, as well as utilization of visual elements and principles of design.

Essential Questions

- How does drawing objects from observation strengthen my art skills?
- What role does persistence play in revising, refining, and developing your work?
- What techniques do artists use to draw accurately?
- How does an artist depict space?
- How do you create a balanced composition?
- What compositional strategies can I utilize to make a pleasing arrangement?
- How does an artist grow and become accomplished in their work?
- How do you demonstrate proportion?
- What shading techniques are best suited for my objects?

Enduring Understandings

- This unit will permit students to sharpen drawing skills.
- Students will use their understanding of visual elements like line, shape, value, and space, and use shading to create the illusion of form.
- Students will review and utilize drawing strategies like measurement and proportion, as well as intuitive perspective.
- Students will review compositional strategies to determine placement/ arrangement of their subject.

Learning Targets & Standards:

1. Students will utilize compositional strategies when composing works of art.	1.5.12a cc.Cr1b; 1.5.12a dv.Cr1b; 1.5.12a cc.Cr2a
2. Students will create drawings that display utilization of measurement techniques.	1.5.12a cc.Cr1b; 1.5.12a dv.Cr1b; 1.5.12a cc.Cr2a
3. Students will utilize visual elements and principles of design to create drawings.	1.5.12a cc.Cr1b
4. Students will use observation to accurately depict space through the use of light and shade.	1.5.12a cc.Cr1b; 1.5.12a dv.Cr1b; 1.5.12a cc.Cr2a
5. Students will participate in a group discussion/ critique of works produced which will also include written response.	1.5.12a dv.Cr3a; 1.5.12a dv.Re9a

Assessments & Standards:

1. Study Drawings of Still-Life Objects	1.5.12a cc.Cr1b; 1.5.12a dv.Cr1b; 1.5.12a cc.Cr2a
2. Compositional/ Preparatory Drawing for a still-life drawing that includes a minimum of five objects.	1.5.12a cc.Cr1b; 1.5.12a dv.Cr1b; 1.5.12a cc.Cr2a
3. Still-Life Drawing.	1.5.12a cc.Cr1b; 1.5.12a dv.Cr1b; 1.5.12a cc.Cr2a
4. Group discussion/ critique of works produced which will also include written response.	1.5.12a dv.Cr3a; 1.5.12a dv.Re9a

Instructional Strategies & Unit Resources:

- Teacher will present a variety of approaches to still-life drawing, which will include examples by noteworthy artists, as well as classroom samples. .
- Teacher will present on compositional strategies to help students organize arrangements of objects of their own choice for their independent drawings. Through this they can make considerations like viewpoint and proximity as well as texture, value and visual weight in their compositions.
- Students will draw from varied still-life objects to practice using drawing and measurement strategies.
- Students will compose still-life arrangements to create a balanced composition.
- Students will utilize the elements of art such as line, value, and texture, etc., as well as principles of design, such as balance, contrast, etc., to create their drawings.
- Teacher will break the larger assignment into steps, such as layout, contour line, shading, etc. in order to maintain student progress.
- Teacher will monitor student progress daily and provide support in skill acquisition, and demonstrate drawing strategies, one-on-one, where such support is needed.
- Teacher will encourage an atmosphere where students will be able to see what others are doing, and how they are accomplishing their work.

Examples of Recommended Publications & Websites to Support Learning: _____

Art in America
ArtNews
School Arts Magazine
The Artist's Magazine
Time Magazine
National Geographic
Local Newspaper
The Art Newspaper

2dartistmag.com
artistsnetwork.com
barnesfoundation.org
philamuseum.org
moma.org
metmuseum.org
nga.gov
nationalgallery.org.uk

Vocabulary

balance, blending, composition, cast shadow, contour, contrast, depth, elements, emphasis, light source, negative space, object, positive space, perspective, principles, proportion, reflected light, shading, sketch, space, texture, value, viewpoint, visual weight, volume

Accommodations & Modifications: _____

- Build background knowledge of content and vocabulary from familiar contexts.
- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.
- Review, repeat, and clarify directions.
- Incorporate multimedia/ audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Provide chunking of activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Provide demonstrations, utilize pictures, or graphics to assist visual learners to support written text information.
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/ kinesthetic learners
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Allow for partial credit, when appropriate.
- Provide supplementary enrichment activities (GT).

Interdisciplinary Connections & 21st Century Themes & Skills:

English:

- **ELL.9-12.S.B:**Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking.
- **ELL.9-12.S.B.4:** Question to clarify others' opinions.
- **ELL.9-12.L.A:**Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

Mathematics:

- **MA.K-12.4.5.C.4:**Apply mathematics in practical situations and in other disciplines.

21st Century Life and Careers:

- **9.3.12.AR.1**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/ V Technology & Communications Career Cluster.
- **9.3.12.AR.4**Analyze the legal and ethical responsibilities required in the arts, audio/ visual technology and communications workplace. **9.3.12.AR.5**Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/ V Technology & Communications Career Pathways.
- **9.3.12.AR.6**Evaluate technological advancements and tools that are essential to occupations within the Arts, A/ V Technology & Communications Career Cluster.

Life Literacies and Key Skills:

- **9.4.12.CI.1**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

- **9.4.12.CI.2** Identify career pathways that highlight personal talents, skills, and abilities.

Black Horse Pike Regional School District

Art and Design 2

Unit 2: Pen, Ink, and Wash Drawing

August 2023

Unit Overview

This unit is designed to permit students to use and develop typical drawing skills with drawing pens, as well as the utilization of wet media techniques. The addition of washes will allow students to continue to work in monochrome and gain some experience that will develop skills in painting.

Essential Questions

- What techniques can be used to create value with a pen?
- How can I create an interesting balance between dry and wet applications?
- How do I create different values with ink wash?
- What role can layering play in creating depth?
- Which technique will allow me to portray the textures of my subject most effectively?

Enduring Understandings

- The purpose of this unit is to further develop skills in drawing and to learn how to incorporate washes that serve as an alternate way of shading.
- Students will learn how to create washes in different values using a brush.
- Students will use their understanding of visual elements like line, shape, value, and space, and use shading with pen and wash techniques to create the illusion of form.

Learning Targets & Standards:

1. Students will utilize compositional strategies when layout out / composing drawings.	1.5.12a cc.Cr 1b; 1.5.12a dv.Cr 1b; 1.5.12a cc.Cr2a
2. Students will create drawings to explore both pen and wash techniques.	1.5.12a cc.Cr 1b; 1.5.12a dv.Cr 1b
3. Students will create drawings that combine dry and wet drawing techniques.	1.5.12a cc.Cr 1b; 1.5.12a dv.Cr 1b
4. Students will utilize visual elements and principles of design to create drawings.	1.5.12a cc.Cr 1b
5. Utilize the techniques of exemplary artists in the creation of original works of art.	1.5.12a cc.Cr 1b; 1.5.12a dv.Cr 1b; 1.5.12a dv.Re 7b
6. Students will participate in a group discussion/ critique of works produced which will also include written response.	1.5.12a dv.Cr3a; 1.5.12a dv.Re 9a

Assessments & Standards:

1. Pen technique study of an object.	1.5.12acc.Cr1b; 1.5.12adv.Cr1b; 1.5.12acc.Cr2a
2. Wash technique of an object.	1.5.12acc.Cr1b; 1.5.12adv.Cr1b; 1.5.12acc.Cr2a
3. Compositional/ Preparatory Drawing for a still -life drawing that includes a minimum of five objects.	1.5.12acc.Cr1b; 1.5.12adv.Cr1b;

	1.5.12a cc.Cr2a
4. Drawing using either pen, wash or both.	1.5.12a cc.Cr1b; 1.5.12a dv.Cr1b; 1.5.12a cc.Cr2a
5. Group discussion/ critique of works produced which will also include written response.	1.5.12adv.Cr3a; 1.5.12a dv.Re9a

Instructional Strategies & Unit Resources:

- Teacher will present a variety of approaches to working with pen and ink and wash drawing, which will include examples by noteworthy artists, along with classroom samples.
- Teacher will review and demonstrate pen drawing techniques like hatching, cross hatching, stippling, and scribbling, as well as working with micron pen, dip pen, bamboo reed pens, and pens made from other plants.
- Teacher will demonstrate mixing values of ink created by dilution, and using washes with layering to create darker values.
- Students will produce technical studies using both pen and wash techniques.
- Students will utilize the elements of art such as line, value, and texture, etc., as well as principles of design, such as balance, contrast, etc., to create their ink drawings.
- Teacher will break the larger assignment into steps, such as layout, contour line, shading, etc. in order to maintain student progress.
- Teacher will monitor student progress daily and provide support in skill development, one-on-one, where such support is needed.
- Teacher will encourage an atmosphere where students will be able to see what others are doing, and how they are accomplishing their work.

Examples of Recommended Publications & Websites to Support Learning:

Art in America ArtNews School Arts Magazine The Artist's Magazine Time Magazine National Geographic Local Newspaper The Art Newspaper	2dartistmag.com artistsnetwork.com barnesfoundation.org philamuseum.org moma.org metmuseum.org nga.gov nationalgallery.org.uk
--	--

Vocabulary

balance, blending, composition, contour, contrast, croquill, cross-hatching, depth, dip pen, elements, emphasis, hatching, light source, micron pen, object, perspective, principles, proportion, reed pen, scribbling, shading, sketch, space, stippling, texture, value, visual weight, volume, wash

Accommodations & Modifications:

- Build background knowledge of content and vocabulary from familiar contexts.
- Use mental models to build understanding through familiar contexts.

- Provide oral and written instructions.
- Review, repeat, and clarify directions.
- Incorporate multimedia/ audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Provide chunking of activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Provide demonstrations, utilize pictures, or graphics to assist visual learners to support written text information.
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/ kinesthetic learners
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Allow for partial credit, when appropriate.
- Provide supplementary enrichment activities (GT).

Interdisciplinary Connections & 21st Century Themes & Skills:

English:

- **ELL.9-12.S.B:**Demonstrate the effective use of a variety of questions and responses including literal, inferential,and evaluative forms to communicate through speaking.
- **ELL.9-12.S.B.4:**Question to clarify others' opinions.
- **ELL.9-12.L.A:**Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

Mathematics:

- **MA.K-12.4.5.C.4:**Apply mathematics in practical situations and in other disciplines.

21st Century Life and Careers:

- **9.3.12.AR.1**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- **9.3.12.AR.4**Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. **9.3.12.AR.5**Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6:**Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Life Literacies and Key Skills:

- **9.4.12.CI.1**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:**Identify career pathways that highlight personal talents, skills, and abilities.

Unit Overview

This unit is designed to allow students to create drawings in color where knowledge of color theories and direct observations are employed. Students will utilize traditional drawing materials and techniques where they can manipulate their work with the use of brush and solvent with layering.

Essential Questions

- What are some different colored pencil techniques, how is pressure related to the marks made with colored pencil?
- What is the difference between local and optical color?
- How are the key elements of color theory and how can I employ them in my work?
- What is the difference between blending and layering?
- What effect does a solvent have on colored pencil/ oil pastel?
- What are different ways of applying the drawing material?
- What methods allow for the greatest color intensity?

Enduring Understandings

- Students will use their understanding of visual elements like line, shape, value, and space, and use shading to create the illusion of form.
- Students will use layered applications of color to create the more complex effects of light that are observed in their subject.
- Students are learning additional techniques with colored pencil and oil pastel or watercolor pencils and water soluble crayons. Technically this will serve as a foundation for creating work in painting.

Learning Targets & Standards:

1. Students will utilize compositional strategies when layout out / composing drawings.	1.5.12acc.Cr1b; 1.5.12adv.Cr1b; 1.5.12acc.Cr2a
2. Students will create drawings that combine dry and wet drawing techniques to create the textures observed in their subject.	1.5.12acc.Cr2a
3. Students will utilize visual elements and principles of design to create drawings.	1.5.12acc.Cr1b
4. Students will combine their knowledge of color theories with observation of light phenomena (optical color) to create works of art.	1.5.12adv.Cr1b
5. Utilize the techniques of exemplary artists in the creation of original works of art.	1.5.12adv.Cr1b
6. Students will participate in a group discussion/ critique of works produced which will also include written responses.	1.5.12adv.Cr3a; 1.5.12adv.Re9a

Assessments & Standards:

1. Complete a study of an object from life using color, where knowledge of color theories is applied to create the effects observed in the subject.	1.5.12acc.Cr1b; 1.5.12adv.Cr1b; 1.5.12acc.Cr2a
2. Compositional/Preparatory underdrawing.	1.5.12acc.Cr1b; 1.5.12adv.Cr1b; 1.5.12acc.Cr2a
3. Drawing where dry colored art media is utilized to capture the texture and effects of light on a subject.	1.5.12acc.Cr1b; 1.5.12adv.Cr1b; 1.5.12acc.Cr2a
4. Drawing where colored art media is manipulated with the use of solvents to capture the texture and effects of light on a subject.	1.5.12acc.Cr1b; 1.5.12adv.Cr1b; 1.5.12acc.Cr2a

5. Group discussion/ critique of works produced which will also include written response.

1.5.12a dv.Cr3a;
1.5.12a dv.Re9a

Instructional Strategies & Unit Resources:

- Teacher will present a variety of approaches to working with colored drawing media, which will include examples by noteworthy artists, along with classroom samples.
- Teacher will review notes on color theory and key concepts learned previously in art and design 1.
- Teacher will demonstrate the drawing of an object using dry, colored media while reviewing concepts in color theory.
- Students will produce technical studies using dry colored media to apply their knowledge of color concepts.
- Students will utilize the elements of art such as line, value, and texture, etc., as well as principles of design, such as balance, contrast, etc., to drawings in color.
- Teacher will break the larger assignment into steps, such as layout, contour line, local color, complementary colors, optical color, shading, etc. in order to maintain student progress.
- Teacher will monitor student progress daily and provide support in skill development, one-on-one, where such support is needed.
- Teacher will encourage an atmosphere where students will be able to see what others are doing, and how they are accomplishing their work.

Examples of Recommended Publications & Websites to Support Learning: _____

Art in America
ArtNews
School Arts Magazine
The Artist's Magazine
Time Magazine
National Geographic
Local Newspaper
The Art Newspaper

2dartistmag.com
artistsnetwork.com
barnesfoundation.org
philamuseum.org
moma.org
metmuseum.org
nga.gov
nationalgallery.org.uk

Vocabulary

atmospheric perspective, balance, blending, color, color theory, cool color, complementary color, composition, contour, contrast, depth, elements, emphasis, hue, layer, light source, local color, monochromatic, neutral, object, optical color, perspective, principles, prismatic, proportion, shade, shading, sketch, space, texture, tint, tone, value, visual weight, volume, warm color

Accommodations & Modifications:

- Build background knowledge of content and vocabulary from familiar contexts.

- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.
- Review, repeat, and clarify directions.
- Incorporate multimedia/ audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Provide chunking of activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Provide demonstrations, utilize pictures, or graphics to assist visual learners to support written text information.
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/ kinesthetic learners
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Allow for partial credit, when appropriate.
- Provide supplementary enrichment activities (GT).

Interdisciplinary Connections & 21st Century Themes & Skills:

English:

- **ELL.9-12.S.B:**Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking.
- **ELL.9-12.S.B.4:**Question to clarify others' opinions.
- **ELL.9-12.L.A:**Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

Mathematics:

- **MA.K-12.4.5.C.4:**Apply mathematics in practical situations and in other disciplines.

21st Century Life and Careers:

- **9.3.12.AR.1:**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- **9.3.12.AR.4:**Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. **9.3.12.AR.5:**Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6:**Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Life Literacies and Key Skills:

- **9.4.12.CI.1:**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:**Identify career pathways that highlight personal talents, skills, and abilities.

Unit Overview

This unit is designed to permit students to use value and shape (and color if executed with colored papers or magazine clippings) to create an image (suggested subjects are portraiture, landscape and animals).

Essential Questions

- What are the different kinds of shapes found in art?
- What is the difference between geometric and organic shapes?
- How does shape create form?
- How can I create a representational image from two-dimensional shapes?
- Does collage allow me to create the appearance of volume?
- In what ways can collage create depth?

Enduring Understandings

- The purpose of this unit is to allow students to use the value and color of recycled material as an alternative to traditional drawing and shading done with pencil or charcoal.
- Students will learn to break form into shapes that have a distinct value or color as a way to deconstruct what they observe, and reconstruct it in a different way.
- Students will use their understanding of visual elements like line, shape, value, color (if used), and space to create the illusion of form.

Learning Targets & Standards:

1. Students will classify varied papers and magazine clippings by color, color temperature and value that will be used to construct a collage.	1.5.12a cc.Cr2a
2. Students will create a work that displays utilization of drawing techniques, such as measurement and proportion.	1.5.12a cc.Cr1b; 1.5.12a dv.Cr1b; 1.5.12a cc.Cr2a
3. Students will utilize visual elements and principles of design to create an original work.	1.5.12a cc.Cr1b
4. Students will utilize knowledge of compositional strategies when laying out/ composing their image.	1.5.12a cc.Cr1b; 1.5.12a dv.Cr1b; 1.5.12a cc.Cr2a
5. Students will participate in a group discussion/ critique of works produced which will also include written responses.	1.5.12a dv.Cr3a; 1.5.12a dv.Re9a

Assessments & Standards:

1. Accumulation and classification/ sorting of raw material (varied papers) for collage creation.	1.5.12a cc.Cr1b
2. Completion of a collage study of an object to utilize collage-making skills.	1.5.12a cc.Cr2a
3. Compositiona l/ Preparatory guide drawing.	1.5.12a cc.Cr1b; 1.5.12a dv.Cr1b; 1.5.12a cc.Cr2a
4. Completed collage.	1.5.12a cc.Cr1b; 1.5.12a cc.Cr2a
5. Group discussion/ critique of works produced which will also include written response.	1.5.12a dv.Cr3a; 1.5.12a dv.Re9a

Instructional Strategies & Unit Resources:

- Teacher will present on artists who create works of art in collage, along with classroom samples.
- Teacher will discuss the relationship between shape and form, as well as the relationship between value and form.
- Teacher will demonstrate collage methods and discuss strategies used by collage artists.
- Students will produce a technical study of a small object to apply their knowledge of using shape and color to create form.
- Students will utilize the elements of art such as line, value, and texture, etc., as well as principles of design, such as balance, contrast, etc., to create a representational artwork
- Teacher will break the larger assignment into steps, such as layout, dividing subject matter into shapes and values, refining forms, adding details, etc. in order to maintain student progress.
- Teacher will monitor student progress daily and provide support in skill development, one-on-one, where such support is needed.
- Teacher will encourage an atmosphere where students will be able to see what others are doing, and how they are accomplishing their work.

Examples of Recommended Publications & Websites to Support Learning: _____

Art in America ArtNews School Arts Magazine The Artist's Magazine Time Magazine National Geographic Local Newspaper The Art Newspaper	2dartistmag.com artistsnetwork.com barnesfoundation.org philamuseum.org moma.org metmuseum.org nga.gov nationalgallery.org.uk
--	--

Vocabulary

balance, color, cool color, composition, contour, contrast, depth, elements, emphasis, form, hue, layer, light source, local color, monochromatic, object, optical color, principles, proportion, sketch, space, texture, value, visual weight, volume, warm color

Accommodations & Modifications: _____

- Build background knowledge of content and vocabulary from familiar contexts.
- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.

- Review, repeat, and clarify directions.
- Incorporate multimedia/ audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Provide chunking of activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Provide demonstrations, utilize pictures, or graphics to assist visual learners to support written text information.
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/ kinesthetic learners
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Allow for partial credit, when appropriate.
- Provide supplementary enrichment activities (GT).

Interdisciplinary Connections & 21st Century Themes & Skills:

English:

- **ELL.9-12.S.B:**Demonstrate the effective use of a variety of questions and responses including literal, inferential,and evaluative forms to communicate through speaking.
- **ELL.9-12.S.B.4:**Question to clarify others' opinions.
- **ELL.9-12.L.A:**Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

Mathematics:

- **MA.K-12.4.5.C.4:**Apply mathematics in practical situations and in other disciplines.

21st Century Life and Careers:

- **9.3.12.AR.1**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- **9.3.12.AR.4**Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. **9.3.12.AR.5**Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6:**Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Life Literacies and Key Skills:

- **9.4.12.CI.1**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:**Identify career pathways that highlight personal talents, skills, and abilities.

Unit Overview

This unit is designed to permit students to utilize printmaking techniques that allow for the production of multiple copies of a single work. Possible techniques that could be addressed are linocut, woodcut, relief printing, collagraphy, and stenciling/ serigraphy.

Essential Questions

- How do prints differ from other types of artwork?
- What is an edition?
- Which technique will allow me to best portray the textures of my subject?
- What steps are necessary to ensure a good quality print?

Enduring Understandings

- Printmaking is an often underrated art form, especially compared to painting, that can become a lucrative enterprise, since images can be sold at a lower cost, where a larger amount will be earned when the entire edition (total number of prints made) of prints is sold.
- Students will learn how to create and utilize textural effects that are unique to each printmaking process.
- Students will use their understanding of visual elements like line, shape, value, and space, to create the illusion of form.

Learning Targets & Standards:

1. The student will utilize techniques and tools required for safely carving a relief block, incising (intaglio), or creating a plate for printing.	1.5.12a cc.Cr2a; 1.5.12a dv.Cr2b
2. The student will create an edition of one color, signed prints.	1.5.12a cc.Cr2a
3. Students will use contrast and variations in texture to represent the character or appearance of their subject.	1.5.12a cc.Cr1b; 1.5.12a cc.Cr2a
4. Students will utilize compositional strategies when layout out / composing images.	1.5.12a cc.Cr1b; 1.5.12a dv.Cr1b; 1.5.12a cc.Cr2a
5. Students will utilize visual elements and principles of design to create images.	1.5.12a cc.Cr1b
6. Students will participate in a group discussion/ critique of works produced which will also include written responses.	1.5.12a dv.Cr3a; 1.5.12a dv.Re9a

Assessments & Standards:

1. Compositional/ Preparatory drawing for a print.	1.5.12a cc.Cr1b; 1.5.12a dv.Cr1b; 1.5.12a cc.Cr2a
2. Carved or incised matrix (block, plate).	1.5.12a cc.Cr1b
3. Edition of three to five (3-5) uniform quality prints.	1.5.12a cc.Cr1b; 1.5.12a dv.Cr1b; 1.5.12a cc.Cr2a
4. Group discussion/ critique of works produced which will also include written response.	1.5.12a dv.Cr3a; 1.5.12a dv.Re9a

Instructional Strategies & Unit Resources:

- Teacher will present on artists who create works of art using the relevant printmaking process, along with classroom samples of matrices and prints.
- Teacher will discuss the mirrored relationship between the matrix and the resulting prints.
- Teacher will discuss and demonstrate techniques of the relevant printmaking process, such as linocut, woodcut, collagraph, etc., for students to observe.
- Teacher will demonstrate the inking of a block or plate, with brayer, tarlatan, and transferring the image with a wooden spoon or baren for students to observe the steps and considerations for pulling a print.
- Students will utilize the elements of art such as line, value, and texture, etc., as well as principles of design, such as balance, contrast, etc., to create an interesting image for printmaking.
- Teacher will break the larger assignment into steps to maintain student progress, from sketch, to transfer of image, carving/ incising, inking and printing.
- Teacher will monitor student progress daily and provide support in skill development, one-on-one, where such support is needed.
- Teacher will encourage an atmosphere where students will be able to see what others are doing, and how they are accomplishing their work.

Examples of Recommended Publications & Websites to Support Learning: _____

Art in America
ArtNews
School Arts Magazine
The Artist's Magazine
Time Magazine
National Geographic
Local Newspaper
The Art Newspaper

2dartistmag.com
artistsnetwork.com
barnesfoundation.org
philamuseum.org
moma.org
metmuseum.org
nga.gov
nationalgallery.org.uk

Vocabulary

balance, baren, bench hook, brayer, collagraph, composition, contour, contrast, drypoint, elements, edition, emphasis, etching, form, incise, ink, intaglio, gouge, monotype, plate, principles, print, proof, proportion, pull, sketch, space, tarlatan, texture, value, visual weight, wipe

Accommodations & Modifications: _____

- Build background knowledge of content and vocabulary from familiar contexts.

- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.
- Review, repeat, and clarify directions.
- Incorporate multimedia/ audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Provide chunking of activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Provide demonstrations, utilize pictures, or graphics to assist visual learners to support written text information.
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/ kinesthetic learners
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Allow for partial credit, when appropriate.
- Provide supplementary enrichment activities (GT).

Interdisciplinary Connections & 21st Century Themes & Skills:

English:

- **ELL.9-12.S.B:**Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking.
- **ELL.9-12.S.B.4:**Question to clarify others' opinions.
- **ELL.9-12.L.A:**Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

Mathematics:

- **MA.K-12.4.5.C.4:**Apply mathematics in practical situations and in other disciplines.

21st Century Life and Careers:

- **9.3.12.AR.1:**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- **9.3.12.AR.4:**Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. **9.3.12.AR.5:**Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6:**Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Life Literacies and Key Skills:

- **9.4.12.CI.1:**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:**Identify career pathways that highlight personal talents, skills, and abilities.

Unit Overview

In this unit, students will acquire skills in portrait drawing, where they will learn about facial anatomy, including the structure of the skull and musculature, as well as proportions. Students will use what they know about the facial structure to produce drawings of individual features with their surrounding anatomy before combining these to produce portraits.

Essential Questions

- What are the goals of making a portrait?
- Why is it important to know about the structure of the head and facial features in order to draw a portrait?
- What are the geometric proportions of a face?

Enduring Understandings

- This unit will permit students to further develop and refine their observational skills.
- Students will acquire an understanding of the relationship between anatomical structure and exterior appearance.
- Students will utilize drawing strategies like measurement and proportion to maintain accuracy.
- Students will use their understanding of visual elements like line, shape, value and space, and use shading to create the illusion of form.

Learning Targets & Standards

1. Students will identify important landmark features of the skull, musculature, and anatomy of facial features.	1.5.12a cc.Cr1b
2. Students will utilize measurement and their understanding about facial and skull structure to accurately draw the forms they observe.	1.5.12a cc.Cr2a
3. Students will utilize visual elements and principles of design to create portrait drawings.	1.5.12a cc.Cr1b
4. Students will participate in a group discussion/ critique of works produced which will also include written responses.	1.5.12a dv.Cr3a; 1.5.12a dv.Re9a

Assessments & Standards:

1. Sketches of individual facial features.	1.5.12a cc.Cr1b
2. Finished, detailed drawings of individual facial features (major assessment)..	1.5.12a cc.Cr1b; 1.5.12a dv.Cr1b; .5.12a cc.Cr2a
3. Portrait sketches (to become familiar with facial structure).	1.5.12a cc.Cr1b
4. Completed portrait drawing.	1.5.12a cc.Cr1b; 1.5.12a dv.Cr1b; .5.12a cc.Cr2a
5. Group discussion/ critique of works produced which will also include written response.	1.5.12a dv.Cr3a; 1.5.12a dv.Re9a

Instructional Strategies & Unit Resources:

- Teacher will present on the anatomical structure, along with relevant vocabulary related to individual facial features (eye, mouth, nose, and ear).
- Teacher will present examples of portrait drawings, along with classroom sample drawings of facial features and portraits.
- Students will utilize the elements of art such as line, value, and texture, etc., as well as principles of design, such as balance, contrast, etc., to create portrait drawings..
- Teacher will break assignments into steps to maintain student progress, from layout, structure and measurement, to consideration of light source and values (shading), to the completed drawings..
- Teacher will monitor student progress daily and provide support in skill development, one-on-one, where such support is needed.
- Teacher will encourage an atmosphere where students will be able to see what others are doing, and how they are accomplishing their work.

Examples of Recommended Publications & Websites to Support Learning:

Art in America
ArtNews
School Arts Magazine
The Artist's Magazine
Time Magazine
National Geographic
Local Newspaper
The Art Newspaper

2dartistmag.com
artistsnetwork.com
barnesfoundation.org
philamuseum.org
moma.org
metmuseum.org
nga.gov
nationalgallery.org.uk

Vocabulary

alar, anatomy, antihelix, antitragus, apex (ball of nose), balance, bridge, caruncula, columella, composition, contour, contrast, cupid's bow, elements, emphasis, form, glabella, helix, iris, landmark, light source, lobe, mentolabial furrow, musculature, nasolabial furrow, orbicularis oris, philtrum, plane, principles, proportion, pupil, sclera, septum, shade, shadow, sketch, space, structure, surface anatomy, texture, tragus, tubercle, value, visual weight

Accommodations & Modifications:

- Build background knowledge of content and vocabulary from familiar contexts.
- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.
- Review, repeat, and clarify directions.

- Incorporate multimedia/ audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Provide chunking of activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Provide demonstrations, utilize pictures, or graphics to assist visual learners to support written text information.
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/ kinesthetic learners
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Allow for partial credit, when appropriate.
- Provide supplementary enrichment activities (GT).

Interdisciplinary Connections & 21st Century Themes & Skills:

English:

- **ELL.9-12.S.B:**Demonstrate the effective use of a variety of questions and responses including literal, inferential,and evaluative forms to communicate through speaking.
- **ELL.9-12.S.B.4:**Question to clarify others' opinions.
- **ELL.9-12.L.A:**Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

Mathematics:

- **MA.K-12.4.5.C.4:**Apply mathematics in practical situations and in other disciplines.

21st Century Life and Careers:

- **9.3.12.AR.1**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- **9.3.12.AR.4**Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. **9.3.12.AR.5**Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6:**Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Life Literacies and Key Skills:

- **9.4.12.CI.1**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:**Identify career pathways that highlight personal talents, skills, and abilities.

Unit Overview

In this unit students will utilize their knowledge of color theories while painting from life (direct observation), as well as from imagination. Media could include any of the following:: watercolor, gouache, tempera, and acrylic. Students will explore varied techniques in watercolor, such as the indirect English method of layering and lifting, dry-brush, wet-into-wet, spatter, sponging, and blotting, etc.

Essential Questions:

- What is the difference between local and optical color?
- How can I employ different color theories in my work?
- Where are transparent and opaque areas of color best utilized?
- What are the characteristics of direct and indirect painting?
- What factors prevent or encourage people to take creative risks?
- How do artists & designers determine whether a particular direction in their work is effective?

Enduring Understandings:

- Students will use their understanding of visual elements like shape, value, space, and color to create the illusion of form.
- Students will use layered applications of color to create the more complex effects of light that are observed on their subject.
- Students will learn how to mix watercolor using an indirect method of layering with separate washes of color, rather than through using single layers of mixed color (direct).
- Students will also explore variation in paint films from transparent to opaque and the application of these with regard to space and the illusion of depth.

Learning Targets & Standards:

1. Students will utilize compositional strategies when layout out / composing paintings.	1.5.12acc.Cr1b; 1.5.12adv.Cr1b; 1.5.12acc.Cr2a
2. Students will combine observation of light and color on their subject, in order to effectively apply color theories to create works of art.	1.5.12acc.Cr2a
3. Students will utilize visual elements and principles of design to create paintings.	1.5.12acc.Cr2a
4. Utilize the techniques of exemplary artists in the creation of original works of art.	1.5.12adv.Re7b
5. Students will participate in a group discussion/ critique of works produced which will also include written responses.	1.5.12adv.Cr3a; 1.5.12adv.Re9a

Assessments & Standards:

1. Students will produce value studies of still -life subjects.	1.5.12acc.Cr1b
2. Students will use a limited palette of color (primary, earth primary, etc.) to paint their subject (still -life, landscape, etc.)	1.5.12acc.Cr1b
3. Students will produce a non -objective painting where visual elements and principles are emphasized.	1.5.12acc.Cr1b; 1.5.12adv.Re7b
4. Group discussion/ critique of works produced which will also include written response.	1.5.12adv.Cr3a; 1.5.12adv.Re9a

Instructional Strategies & Unit Resources:

- Teacher will demonstrate watercolor techniques, focusing on the English method of layering.
- Students will practice skills through studies of simple solids like cubes made from bright colors to arrange, so that students may observe reflected colors, as well as the variations one can observe on the same object.
- Teacher will present examples of watercolors by abstract / non-objective artists such as Kandinsky, etc.
- Teacher will present examples of work by artists who produced significant watercolors such as Winslow Homer (called the father of American watercolor), John Singer Sargent, Edward Hopper, etc.
- Teacher will present examples of paintings (in oil, acrylic, gouache, tempera) done by exemplary artists, depending on the techniques or historic styles discussed.
- Students will create paintings that incorporate varied techniques and which display utilization of color theories as observed in their subject.

Examples of Recommended Publications & Websites to Support Learning:

Art in America ArtNews School Arts Magazine The Artist's Magazine Time Magazine National Geographic Local Newspaper The Art Newspaper	2dartistmag.com artistsnetwork.com barnesfoundation.org philamuseum.org moma.org metmuseum.org nga.gov nationalgallery.org.uk
--	--

Vocabulary

atmospheric perspective, balance, blending, color, color theory, cool color, complementary color, composition, contour, contrast, depth, elements, emphasis, glaze, hue, impasto, layer, light source, local color, modeling, monochromatic, neutral, object, optical color, palette, perspective, principles, prismatic, proportion, shade, shading, sketch, space, texture, tint, tone, value, visual weight, volume, warm color

Accommodations & Modifications:

- Build background knowledge of content and vocabulary from familiar contexts.
- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.
- Review, repeat, and clarify directions.

- Incorporate multimedia/ audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Provide chunking of activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Provide demonstrations, utilize pictures, or graphics to assist visual learners to support written text information.
- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/ kinesthetic learners
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Allow for partial credit, when appropriate.
- Provide supplementary enrichment activities (GT).

Interdisciplinary Connections & 21st Century Themes & Skills: _____

English:

- **ELL.9-12.S.B:**Demonstrate the effective use of a variety of questions and responses including literal, inferential,and evaluative forms to communicate through speaking.
- **ELL.9-12.S.B.4:**Question to clarify others' opinions.
- **ELL.9-12.L.A:**Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

Mathematics:

- **MA.K-12.4.5.C.4:**Apply mathematics in practical situations and in other disciplines.

21st Century Life and Careers:

- **9.3.12.AR.1**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career C luster.
- **9.3.12.AR.4**Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. **9.3.12.AR.5**Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6:**Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Life Literacies and Key Skills:

- **9.4.12.CI.1**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:**Identify career pathways that highlight personal talents, skills, and abilities.

Unit Overview

In this unit, students will acquire skills in drawing the figure, where they will learn about proportion, anatomical structure, musculature and surface anatomy. Students will utilize this knowledge to produce fast-paced croquis gesture drawings and gradually proceed to finished drawings made during a longer period of time.

Essential Questions:

- What strategies do artists use to portray a human figure?
- How can I capture the movement of the human figure in simple, quick drawings?
- What is the goal of a *croquis* (gesture) drawing?
- How can I revise my work to show the correct proportion?
- How does drawing objects from observation strengthen my art skills?

Enduring Understandings:

- This unit will permit students to further develop and refine their observational skills.
- Students will acquire an understanding of the proportions of the human figure and learn about the relationship between skeletal structure and muscles and the exterior appearance.
- Students will utilize drawing strategies like measurement and proportion to maintain accuracy.
- Students will use their understanding of visual elements like line, shape, value and space, and use shading to create the illusion of form.

Learning Targets & Standards:

1. Students will acquire knowledge about the skeletal structure of the human body as well as major muscle groups that contribute to/ affect the outward appearance.	1.5.12acc.Cr2a
2. Students will utilize measurement and their knowledge of anatomical structure to produce drawings of the human figure [from quick gesture drawings (croquis) to developed and fully realized drawings.	1.5.12acc.Cr2a
3. Students will participate in a group discussion/ critique of works produced which will also include written responses.	1.5.12adv.Cr3a; 1.5.12adv.Re9a

Assessments & Standards:

1. Students will produce croquis (gesture drawings) to capture the pose and structure of the body.	1.5.12acc.Cr2a
2. Students will produce contour line drawings of a posed figure.	1.5.12acc.Cr2a
3. Students will produce detailed drawings of figural poses made within specific amounts of time.	1.5.12acc.Cr2a
4. Students will produce a detailed drawing of a figural pose with shading, made during a number of drawing sessions.	1.5.12acc.Cr2a
5. Group discussion/ critique of works produced which will also include written response.	1.5.12adv.Cr3a; 1.5.12adv.Re9a

Instructional Strategies & Unit Resources:

- Teacher will present historical figure drawings for discussion which will include quickly-produced gesture drawings and finished drawings.
- Teacher will discuss the skeletal and muscular structure of the body and proportions.
- Teacher will model the execution of gesture drawings for students to observe.
- Students will formulate measuring units to draw the complex forms of the body.
- Students will produce gesture drawings of varied poses modeled by the teacher and student volunteers.
- Students will produce life drawings from direct observation of varied time intervals.

Art in America

ArtNews

School Arts Magazine

The Artist's Magazine

Time Magazine

National Geographic

Local Newspaper

The Art Newspaper

2dartistmag.com

artistsnetwork.com

barnesfoundation.org

philamuseum.org

moma.org

metmuseum.org

nga.gov

nationalgallery.org.uk

Vocabulary

anatomy, balance, composition, contour, contrapposto, contrast, elements, emphasis, foreshortening, form, landmark, light source, musculature, negative space, pelvis, plane, positive space, principles, proportion, rib cage, shade, shadow, sketch, space, sternum, structure, surface anatomy, texture, value, visual weight

Accommodations & Modifications:

- Build background knowledge of content and vocabulary from familiar contexts.
- Use mental models to build understanding through familiar contexts.
- Provide oral and written instructions.
- Review, repeat, and clarify directions.
- Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
- Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding.
- Provide chunking of activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
- Provide demonstrations, utilize pictures, or graphics to assist visual learners to support written text information.

- Utilize hands-on activities, movement or rhythmic experiences to engage tactile/ kinesthetic learners
- Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
- Allow for partial credit, when appropriate.
- Provide supplementary enrichment activities (GT).

Interdisciplinary Connections & 21st Century Themes & Skills:

English:

- **ELL.9-12.S.B:**Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking.
- **ELL.9-12.S.B.4:**Question to clarify others' opinions.
- **ELL.9-12.L.A:**Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.

Mathematics:

- **MA.K-12.4.5.C.4:**Apply mathematics in practical situations and in other disciplines.

21st Century Life and Careers:

- **9.3.12.AR.1**Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- **9.3.12.AR.4**Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. **9.3.12.AR.5**Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- **9.3.12.AR.6:**Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Life Literacies and Key Skills:

- **9.4.12.CI.1**Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:**Identify career pathways that highlight personal talents, skills, and abilities.

From the Institute for Arts Integration and Steam

Creating

1. What conditions, attitudes, & behaviors support creativity & innovative thinking?
2. What factors prevent or encourage people to take creative risks?
3. How does collaboration expand the creative process?
4. How does knowing the contexts, histories, & traditions of art forms help us create works of art & design?
5. Why do artists follow or break from established traditions?
6. How do artists determine what resources & criteria are needed to formulate artistic investigations?
7. How do artists work?
8. How do artists & designers determine whether a particular direction in their work is effective?
9. How do artists & designers learn from trial & error?
10. How do artists & designers care for & maintain materials, tools, & equipment?
11. Why is it important for safety & health to understand the follow correct procedures in handling materials, tools, & equipment?
12. What responsibilities come with the freedom to create?
13. How do objects, places, & design shape lives & communities?

14. How do artists & designers determine goals for designing or redesigning objects, places, or systems?
15. How do artists & designers create works of art or design that effectively communicate?
16. What role does persistence play in revising, refining, & developing work?
17. How do artists grow & become accomplished in art forms?
18. How does collaboratively reflecting on a work help us experience it more completely?

Presenting

19. How are artworks cared for & by whom?
20. What criteria, methods, & processes are used to select work for preservation or presentation?
21. Why do people value objects, artifacts, & art works, & select them for presentation?
22. What methods & processes are considered when preparing artwork for presentation or preservation?
23. How does refining artwork affect its meaning to the viewer?
24. What criteria are considered when selecting work for presentation, a portfolio, or a collection?
25. What is an art museum?
26. How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences?

27. How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Responding

28. How do life experiences influence the way you relate to art?

29. How does learning about art impact how we perceive the world?

30. What can we learn from our responses to art?

31. What is an image?

32. Where & how do we encounter images in our world?

33. How do images influence our views of the world?

34. What is the value of engaging in the process of art criticism?

35. How can the viewer “read” a work of art as text?

36. How does knowing and using visual art vocabularies help us understand and interpret works of art?

37. How does one determine criteria to evaluate a work of art?

38. How and why might criteria vary?

39. How is a personal preference different from an evaluation?

Connecting

40. How does engaging in creating art enrich people’s lives?

41. How does making art attune people to their surroundings?

42. How do people contribute to awareness and understanding of their lives and the lives of their communities through art - making?

43. How does art help us understand the lives of people of different times, places, and cultures?

44. How is art used to impact the views of a society?

45. How does art preserve aspects of life?

Visual Arts Grading Rubric

Name _____ Date _____

	Level 1 - Incomplete - No Planning Materials/Equipment used inappropriately. - Poor communication of ideas	Level 2 - Partially Complete and Shows Lack of Understanding - Little Planning - Inadequate use of materials/equipment - Not original idea	Level 3 - Complete though meeting minimum requirements - Satisfactory Planning - Adequate use of materials/ equipment - Has some unique features	Level 4 - Average understanding of elements and principles - Work shows some detail and care. - Original ideas - Appropriate use of materials/ equipment	Level 5 - Above average understanding of elements/ principles - Work is neatly executed - Concepts and Originality could be pushed further - Appropriate use of materials/ equipment	Level 6 - Advanced understanding of elements/ principles - Work is neatly executed - Advanced understanding of concepts/ originality - Appropriate use of materials/ equipment
Visual Elements & Principles of Design - Careful Planning - Effective use of elements/ principles						
Craftsmanship & Neatness - Work is neat & clean - Project is detailed and carefully made.						
Creativity & Originality - Design is original - Unique application of elements/ principles - Work shows experimentation and risk taking						
Use of Materials Shows respect for materials and the classroom.						