

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

DRAWING AND PAINTING I

GRADES 9-12

Date of Board Approval: May 17, 2018

**CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE**

TITLE OF COURSE:	Drawing and Painting I	SUBJECT:	Art	GRADE LEVEL:	9-12
COURSE LENGTH:	Year	DURATION:	50 minutes	FREQUENCY:	5 days per week
PREREQUISITES:	No Prerequisites	CREDIT:	1	LEVEL:	N/A

Course Description/Objectives:

Drawing and Painting I is an introductory art course that develops skills in drawing and painting. Drawing skills will be developed with a focus on one drawing for an extended period of time. Increased student understanding of drawing from observation, creating a composition, and effectively using the elements and principles of design. Explore studio practices, presentation methods, art criticism, one- and two-point perspective, portraits, space representation, landscape, abstract design, and figure drawing.

Curriculum Writing Committee: Amie Bantz Ashley Gogoj

COURSE TIMELINE

Unit 1: Studio Practice

- Materials
- Tools and equipment
- Studio habits

Ongoing

Unit 2: Presentation

- Presentation methods
- Preparing artwork for display
- Exhibition impact

Ongoing

Unit 3: Analyze and Interpret

- Art criticism
- Interpretation of art
- Evaluation criteria

Ongoing

Unit 4: Planning and Process

- Plan and develop
- Revise and refine

Ongoing

Unit 5: Exploration of Drawing and Painting Mediums

- Experimentation
- Drawing and painting techniques

30 days

Unit 6: Drawing from Observation

- Composition
- Value
- Proportion and scale

30 days

Unit 7: Portrait and Figure

30 days

- Figure and portrait proportions
- Figure drawing
- Portrait drawing

Unit 8: Color

30 days

- Color schemes
- Color mixing
- Tints and shades

Unit 9: Space and Environment

30 days

- Transformation of space
- One-point perspective
- Two-point perspective

TOTAL 180 days

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	Ongoing
UNIT #1:	Studio Practice	GRADE:	9-12

STANDARDS:

National Visual Arts Standards

VA: Cr2.2.Ia

- Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	Ongoing
UNIT #1:	Studio Practice	GRADE:	9-12

UNDERSTANDINGS

Artists and designers balance experimentations and safety, freedom, and responsibility while developing and creating artworks.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Artists care and properly disposal of materials.
- Handle tools and equipment safely.
- Artists cooperatively work together and maintain a studio space.

DO

- Demonstrate care and proper disposal of materials.
- Demonstrate handling of tools and equipment safely.
- Develop studio habits by cooperatively working together and maintaining a studio space.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	Ongoing
UNIT #2:	Presentation	GRADE:	9-12

STANDARDS:

National Visual Arts Standards

- VA: Pr.4.1.Ia • Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA: Pr.5.1.Ia • Analyze and evaluate reasons and ways an exhibition is presented.
- VA: Pr.6.1.Ia • Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	Ongoing
UNIT #2:	Presentation	GRADE:	9-12

UNDERSTANDINGS

Objects, artifacts, collected, preserved, or presented either by artist, museums, or other venues communicate meaning and record of social cultural, and political, experiences resulting in the cultivating of appreciation and understanding.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.
- Know techniques, methods, and criteria for analyzing and selecting artworks for presentation.
- Identify the methods used to prepare artwork for display.

DO

- Select and curate personal artworks for presenting and preservation.
- Evaluate reasons and ways an exhibition is presented.
- Analyze and describe the impact that an exhibition has on personal awareness of social, cultural, or political beliefs and understandings.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	Ongoing
UNIT #3:	Analyze and Interpret	GRADE:	9-12

STANDARDS:

National Visual Arts Standards

- VA: Re7.2.Ia • Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA: Re8.1.Ia • Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and various contexts.
- VA: Re9.1.Ia • Establish relevant criteria in order to evaluate a work of art or collection of works.
- VA: Cn11.1.Ia • Describe how knowledge of culture, traditions, and history may influence personal responses to art.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	Ongoing
UNIT #3:	Analyze and Interpret	GRADE:	9-12

UNDERSTANDINGS

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Visual imagery influences understanding of and responses to the world.
- People gain insights into meaning of artwork by engaging in the process of art criticism.
- People evaluate art based on various criteria.
- Know the process of art criticism and how to interpret works.
- Knowledge of culture, traditions, and history may influence personal responses to art.

DO

- Analyze how visual imagery influences understanding of the world.
- Interpret artwork by engaging in the process of art criticism.
- Establish relevant criteria in order to evaluate a work of art.
- Analyze art and develop an understanding of society, culture, and history through their investigation with an artwork or collection.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	Ongoing
UNIT #4:	Planning and Process	GRADE:	9-12

STANDARDS:

National Visual Arts Standards

VA: Cr3.1.Ia

- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	Ongoing
UNIT #4:	Planning and Process	GRADE:	9-12

UNDERSTANDINGS

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Plan works of art by sketching and brainstorming.
- Know the relevant criteria used to revise and refine works of art.

DO

- Develop works of art by using planning methods.
- Revise and refine works of art using relevant criteria to evaluate.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	30 days
UNIT #5:	Exploration of Drawing and Painting Mediums	GRADE:	9-12

STANDARDS:

National Visual Arts Standards

- VA: Cr1.1.1a • Use multiple approaches to begin creative endeavors.
- VA: Dr2.1.1a • Engage in making a work of art or design without having a preconceived plan.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	30 days
UNIT #5:	Exploration of Drawing and Painting Mediums	GRADE:	9-12

UNDERSTANDINGS

Creativity and innovative thinking are essential life skills that can be developed.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a skills portfolio using drawing and painting materials (graphite, charcoal, pastel, ink, and paint).

KNOW

- Artists and designers balance experimentations and safety, freedom, and responsibility while developing and creating artworks.
- List the different approaches, materials, and mediums (graphite, charcoal, pastel, ink, paint) used to create artwork.
- Artists learn by experimentation with approaches, mediums, and materials.
- Application of drawing and painting materials using proper techniques.

DO

- Create art using multiple experimental approaches, mediums, and materials.
- Develop artwork without having a preconceived plan.
- Create art using drawing and painting techniques.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	30 days
UNIT #6:	Drawing from Observation	GRADE:	9-12

STANDARDS:

National Visual Arts Standards

VA: Cn: 10.1.Ia • Document the process of developing ideas from early stages to full elaborated ideas.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	30 days
UNIT #6:	Drawing from Observation	GRADE:	9-12

UNDERSTANDINGS

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create drawings that demonstrate balanced compositions, accurate range of value, proportion, and scale.

KNOW

- Artists create art from observation that illustrates balanced compositions.
- Artists create art from observation that illustrates an accurate range of value.
- Artists create art from observation that illustrates an understanding of proportion and scale.

DO

- Create a drawing from observation that demonstrates a balanced composition.
- Create a drawing from observation that demonstrates an accurate range of value.
- Create a drawing from observation that demonstrates understanding of proportion and scale.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	30 days
UNIT #7:	Portrait and Figure	GRADE:	9-12

STANDARDS:

National Visual Arts Standards

- VA:Cr3.1.1a • Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Re7.1.1a • Hypothesize ways in which art influences perception and understanding of human experiences.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	30 days
UNIT #7:	Portrait and Figure	GRADE:	9-12

UNDERSTANDINGS

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Develop a series of figure drawings from life and a self-portrait

KNOW

- Portrait/figure drawing development process in which artists examine, reflect, and revise works (gesture drawing).
- Artists' backgrounds and experiences can be reflected within portrait drawing.
- Observe how artists develop portraits and figure drawings using accurate shapes and proportions.

DO

- Examine, reflect, and plan revisions through the creation of a series of figure drawings.
- Draw a self-portrait that reflects their background and experiences.
- Draw portraits and figure drawings that demonstrate accurate rendering of shape and proportion.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	30 days
UNIT #8:	Color	GRADE:	9-12

STANDARDS:

National Visual Arts Standards

VA: Cr1.2.Ia • Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	30 days
UNIT #8:	Color	GRADE:	9-12

UNDERSTANDINGS

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create art that applies an understanding of the process of color mixing, tints, and shades.

KNOW

- Artists use color schemes within their work.
- Color mixing processes and techniques.
- Observe the process of developing tints and shades.
- Works of art that demonstrate color schemes and theory.

DO

- Present knowledge of color schemes through class discussion, critiques, and artist statements.
- Create art that applies an understanding of color mixing.
- Create art that applies an understanding of tints and shades.
- Apply knowledge of color schemes and theory while creating works of art.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	30 days
UNIT #9:	Space and Environment	GRADE:	9-12

STANDARDS:

National Visual Arts Standards

- VA: Cr2.3.Ia • Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- VA:Re7.1.Ia • Hypothesize ways in which art influences perception and understanding of human experiences.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting I	TIME FRAME:	30 days
UNIT #9:	Space and Environment	GRADE:	9-12

UNDERSTANDINGS

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create an artwork using one- and two-point perspective.

KNOW

- Artists recognize and describe personal aesthetic and empathetic response to the natural world and constructed environments.
- Artists create artwork that can transform a perception or experience of a particular place.
- How art influences perception and understanding of human experiences.
- Artists use perspective to create an illusion of space and/or depth (one-point and two-point perspective).

DO

- Collaboratively develop a proposal for an artwork that transforms the perception and experience of a particular place.
- Discuss and examine ways in which art influences perception and understanding of human experiences.
- Create an illusion of space or depth in an artwork using one-point and two-point perspective.

ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Sketchbooks
- 2) Research for studio art projects
- 3) Critiques
- 4) Various writing assignments:
 - Artist Statements
- 5) Studio Art Projects
- 6) Homework/Projects
- 7) Class discussion
- 8) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Sketches
- Artist Statement
- Research
- Medium Exploration
- Neatness/Organization

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)