

Southern Regional High School District Course of Study

Department: **Art**

Course Title:

Drawing and Painting I

7110

Prepared by: Joe Begonia and Joanne Rist

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Essential Questions of the Course:

1. What are the requisite technical skills for the beginning painter and draftsman?
2. What qualities are embodied in a successful piece of two-dimensional, visual art?

Assessments:

1. Students will produce an appropriate number of completed projects in the unit.
2. Students will be assessed through a series of formal and informal written and oral critiques: teacher critiques, peer critiques and self-critiques.

Unit of Study 1

Unit Title: Drawing Skills: Black & White

Essential Questions of the Unit:

1. What are the basic drawing skills needed to complete a successful drawing?
2. How can I use the principals and elements of art to create, critique, and appreciate drawings?

Assessments:

1. Students will produce an appropriate number of completed projects in the unit.
2. Student will be assessed through a series of formal and informal written and oral critiques: teacher, peer and self.

Content:

1. How line defines the edge between positive shape and negative space.
2. How value is used to render 3-D form.
3. How the elements of design are used to create an effective composition.

Skills:

1. Identify and be able to use drawing techniques.
 - a. Gridding
 - b. Measuring
 - c. Layout
 - d. Spatial Organization: foreground, middle-ground, background.
 - e. Spatial Illusion: overlap, diminution, 1 and 2 point linear perspective, atmospheric perspective.
 - f. Contour line drawing
 - g. Rendering (shading): cross hatch, stippling, solid.

Purpose / Rational of the unit:

To provide students with skills that enable them to express themselves through drawing.

New Jersey Core Curriculum Content Standards:

- Unit 1.1 AESTHETICS** All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.
- A. Knowledge**
- 1.1.A.1 1. Examine works of art that communicate significant cultural beliefs or sets of values.
- 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
- 1.1.A.3 3. Analyze how art is often defined by its originality.
- B. Skills**
- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
- 1.1.B.3 3. Express how art is inspired by an individual's imagination.
- 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.
- Unit 1.2 CREATION AND PERFORMANCE** All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation.
- D. Visual Art**
- 1.2.D.1 1. Incorporate various art elements and principles in the creation of works of art.
- 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
- 1.2.D.4 4. Identify careers and lifelong opportunities for making art.
- Unit 1.3 ELEMENTS AND PRINCIPLES** All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.
- D. Visual Art**
- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.
- Unit 1.4 CRITIQUE** All students will develop, apply, and reflect upon the knowledge of the process of critique.
- A. Knowledge**
- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.
- B. Skills**
- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

Language Arts Literacy

- 3.2.12. B. Writing as a Product (resulting in a formal product or publication)
- 3.2.12.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.
- 3.2.12.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.
- 3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)
- 3.2.12.2 Demonstrate command of a variety of writing genres, such as critique.

Consumer, Family, and Life Skills

- 9.2.12 A. Critical Thinking
- 9.2.12.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.12.2 Describe and apply constructive responses to criticism.
- 9.2.12.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.
- 9.2.12 B. Self-management
- 9.2.12.2 Apply project planning and management skills in academic settings.
- 9.2.12 F. Safety
- 9.2.12.2 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit:

First Marking Period

Instructional Activities:

1. Contour line drawing
2. Rendered drawing
3. Perspective drawing

Materials and Resources:

1. Pencils
2. Erasers
3. Paper
4. Rulers & T-squares

Unit of Study 2

Unit Title: The Study of Color

Essential Questions of the Unit:

1. How are colors created?
2. How do colors interact with one another?
3. How is color used to communicate?

Assessments:

3. Students will produce an appropriate number of completed projects in the unit.
4. Student will be assessed through a series of formal and informal written and oral critiques: teacher, peer and self.

Content:

5. How colors are created
6. How colors interact with one another.
7. How colors communicate thoughts, feelings, and ideas.

Skills:

1. Identify colors
2. Mix colors
3. Use and application of colors
4. Proper care of equipment and safety precautions

Purpose / Rational of the unit:

To have students gain a knowledge of the properties and applications of color.

New Jersey Core Curriculum Content Standards:

Unit 1.1 AESTHETICS All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

A. Knowledge

- 1.1.A.1 1. Examine works of art that communicate significant cultural beliefs or sets of values.
- 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
- 1.1.A.3 3. Analyze how art is often defined by its originality.

B. Skills

- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
- 1.1.B.3 3. Express how art is inspired by an individual's imagination.
- 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.

Unit 1.2 CREATION AND PERFORMANCE All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation.

D. Visual Art

- 1.2.D.1 1. Incorporate various art elements and principles in the creation of works of art.
- 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
- 1.2.D.4 4. Identify careers and lifelong opportunities for making art.

Unit 1.3 ELEMENTS AND PRINCIPLES All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

D. Visual Art

- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.

Unit 1.4 CRITIQUE All students will develop, apply, and reflect upon the knowledge of the process of critique.

A. Knowledge

- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.

B. Skills

- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

Language Arts Literacy

3.2.12. B. Writing as a Product (resulting in a formal product or publication)

3.2.12.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.

3.2.12.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.

3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)

3.2.12.2 Demonstrate command of a variety of writing genres, such as critique.

Consumer, Family, and Life Skills

9.2.13 A. Critical Thinking

9.2.13.1 Analyze communications and data analysis to the problem-solving and decision making process in a variety of life

Time Frame of Unit:

Second Marking Period

Instructional Activities:

1. Color Wheel
2. Color Studies
3. Value Scales

Materials and Resources:

1. Paints
2. Brushes
3. Compasses
4. Rulers
5. Pencils and Colored Pencils
6. Pastels

Unit of Study 3

Unit Title: **Water-Based Media: Acrylic &
Watercolor**

Essential Questions of the Unit:

- 1. How is the outcome affected by use of the various water-based media?**
- 2. What are the particular tools and supports used for each individual water-based media?**

Assessments:

- 5. Students will produce an appropriate number of completed projects in the unit.**
- 6. Student will be assessed through a series of formal and informal written and oral critiques: teacher, peer and self.**

Content:

- 9. What are the characteristics of all water-based media?**
- 10. What characteristics are unique to each medium?**
- 11. How do the technical applications of acrylic & watercolor vary?**

Skills:

1. Watercolor

- a. wet on wet application**
- b. wet on dry application**
- c. use of block-out (friskit)**
- d. use of varied other tools to create effect**

2. Acrylic

- a. priming surface**
- b. stippling effect**
- c. scumbling**
- d. imposto**

Purpose / Rational of the unit:

To provide students with skills that will enable them to express themselves through the various water-based paint mediums.

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B. Skills

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- 9.2.14.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.14.2 Describe and apply constructive responses to criticism.
- 9.2.14.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.

9.2.14 B. Self-management

- 9.2.12.4 Apply project planning and management skills in academic settings.

9.2.14 F. Safety

- 9.2.12.4 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit:

Third Marking Period

Instructional Activities:

- 1. Technical exercises**
- 2. Stretching and priming surface of supports**
- 3. Organizing materials for use**
- 4. Demonstration**
- 5. Example of work**

Materials and Resources:

- 1. Water-based paint**
- 2. Brushes**
- 3. Supports**
- 4. Palettes**

Unit of Study 4

Unit Title: **Mixed Media Design**

Essential Questions of the Unit:

- 1. What other 2-D media are available for investigation?**
- 2. From what other sources, other than concrete reality, do students derive subject matter?**

Assessments:

- 7. Students will produce an appropriate number of completed projects in the unit.**
- 8. Student will be assessed through a series of formal and informal written and oral critiques: teacher, peer and self.**

Content:

- 13. What characteristics are unique to each medium?**
- 14. What are the specific materials needed for each medium?**
- 15. How do the technical applications of each medium vary?**

Skills:

2. Collage

- a. Selecting subject**
- b. Selecting and cutting or tearing papers and support**
- c. Applying cut papers with appropriate adhesive**

3. Scratchboard

- a. Selecting subject**
- b. Sketching in composition**
- c. Executing scratch techniques**

Purpose / Rational of the unit:

To provide students with skills that enable them to express themselves through the mixed media.

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9.2.15.2 Describe and apply constructive responses to criticism.

- 9.2.15.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.

9.2.15 B. Self-management

- 9.2.12.5 Apply project planning and management skills in academic settings.

9.2.15 F. Safety

- 9.2.12.5 Describe and demonstrate basic first aid and safety procedures.

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- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit:

Fourth Marking Period

Instructional Activities:

- 1. Technical exercises**
- 2. Demonstration**
- 3. Example of work**

Materials and Resources:

- 1. Paper**
- 2. Magazines**
- 3. Scissors**
- 4. Adhesive**
- 5. Scratchboards**
- 6. Scratch Tools**