

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

DRAWING AND PAINTING II

GRADES 9-12

Date of Board Approval: May 17, 2018

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

TITLE OF COURSE:	Drawing and Painting II	SUBJECT:	Art	GRADE LEVEL:	9-12
COURSE LENGTH:	Year	DURATION:	50 minutes	FREQUENCY:	5 days per week
PREREQUISITES:	Drawing and Painting I	CREDIT:	1	LEVEL:	N/A

Course Description/Objectives:

Drawing and Painting II is an intermediate level art courses that develops more advanced skills in drawing and painting. Drawing mediums will be explored and more focus on painting techniques using tempera, watercolor, acrylic, and oil mediums. This course will explore studio practices, presentation methods, art criticism, drawing from observation, portrait and figure, communicating meaning, and space and environment.

Curriculum Writing Committee: Amie Bantz Ashley Gogoj

COURSE TIMELINE

Unit 1: Studio Practice

- Materials
- Tools and equipment
- Studio habits
- Appropriation and plagiarism

Ongoing

Unit 2: Presentation

- Presentation methods
- Portfolio development
- 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
- Constructive criticism

Ongoing

Unit 5: Exploration of Drawing and Painting Media

- Expansion of experimental approaches
- Advanced drawing and painting techniques

30 days

Unit 6: Painting from Observation

30 days

- Composition
- Value
- Proportion and scale

Unit 7: Portrait and Figure

30 days

- Figure and portrait proportions
- Figure drawing
- Portrait painting

Unit 8: Communicating Meaning

30 days

- Student choice
- Color to create a mood
- Art for meaning

Unit 9: Space and Environment

30 days

- Appropriation
- Aesthetics
- Three-point perspective

TOTAL 180 days

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	Ongoing
UNIT #1:	Studio Practice	GRADE:	10-12

STANDARDS:

National Visual Arts Standards

VA: Cr2.2.IIa • Demonstrate awareness of ethical implications of making and distributing creative work.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	Ongoing
UNIT #1:	Studio Practice	GRADE:	10-12

UNDERSTANDINGS

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

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Artists properly dispose and care for materials.
- Handle tools and equipment safely
- Artists cooperatively work together and maintain a studio space.
- Know the difference between appropriation and plagiarism.

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.
- Create artwork that uses appropriation or original ideas.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	Ongoing
UNIT #2:	Presentation	GRADE:	10-12

STANDARDS:

National Visual Arts Standards

- VA: Pr.4.1.IIa • Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- VA: Pr.5.1.IIa • Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- VA: Pr.6.1.IIa • Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	Ongoing
UNIT #2:	Presentation	GRADE:	10-12

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 and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- 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.
- Art communicates social, cultural, and political experiences.

DO

- Analyze, select, and critique personal artworks for presentation and portfolio.
- Evaluate, select and apply methods appropriate to display artwork in a specific location.
- Explain and justify connections between artists or artwork and social, cultural and political history.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	Ongoing
UNIT #3:	Analyze and Interpret	GRADE:	10-12

STANDARDS:

National Visual Arts Standards

- VA: Re7.2.IIa • Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors or specific audiences.
- VA: Re8.1.IIa • Identify types of contextual information useful in the process of constructing interpretations of an artwork or collections of works.
- VA: Re9.1.IIa • Determine the relevance of criteria use by others to evaluate a work of art or collection of works.
- VA: Cn11.1.IIa • Compare uses of art in variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	Ongoing
UNIT #3:	Analyze and Interpret	GRADE:	10-12

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.
- Ideas, feelings, and behaviors can be affected by visual imagery.
- Know the process of art criticism and how to interpret works and identify contextual information.
- Know the relevant criteria for evaluating works by others.
- Knowledge of culture, traditions, and history may influence art in contemporary and local contexts.

DO

- Evaluate how visual imagery influences ideas, feelings, and behaviors or specific audiences.
- Identify contextual information within an artwork by engaging in the process of art criticism.
- Determine the relevant criteria in order to evaluate works of art by others.
- Analyze art and develop an understanding of society, culture, and history through their investigation with an art in contemporary and local contexts.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	Ongoing
UNIT #4:	Planning and Process	GRADE:	10-12

STANDARDS:

National Visual Arts Standards

VA: Cr3.1.IIa

- Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artist vision.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	Ongoing
UNIT #4:	Planning and Process	GRADE:	10-12

UNDERSTANDINGS

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

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Plan works of art by sketching and brainstorming.
- Artists research and experiment prior to creating art.
- Determine relevant criteria to construct feedback for peers and personal artist vision.

DO

- Develop works of art by using planning methods.
- Research and experiment prior to crating art.
- Revise and refine works of art using constructive feedback from peers and personal artist vision.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	30 days
UNIT #5:	Exploration of Drawing and Painting Mediums	GRADE:	10-12

STANDARDS:

National Visual Arts Standards

- VA: Cr1.1.IIa • Individually or collaboratively formulate new creative problems based on student's existing artwork.
- VA: Cr2.1.IIa • Demonstrating awareness of ethical implications of making and distributing creative work.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	30 days
UNIT #5:	Exploration of Drawing and Painting Mediums	GRADE:	10-12

UNDERSTANDINGS

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

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a portfolio of previous drawing and painting approaches

Create a skills portfolio using previous knowledge of 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.
- Use multiple approaches, materials, and mediums (graphite, charcoal, pastel, ink, paint) to create artwork.
- Artists formulate new creative problems based on existing work.
- Application of advanced drawing and painting materials using proper techniques.

DO

- Create art expanding on their knowledge of approaches, mediums, and materials using experimentation.
- Develop concepts for artwork that formulate new creative problems based on student's existing artwork.
- Create art using advanced drawing and painting techniques.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	30 days
UNIT #6:	Painting from Observation	GRADE:	10-12

STANDARDS:

National Visual Arts Standards

VA: Cn: 10.1.IIa • Utilize inquiry methods of observations, research, and experimentations to explore unfamiliar subjects through art-making.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	30 days
UNIT #6:	Painting from Observation	GRADE:	10-12

UNDERSTANDINGS

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

COMMON ASSESSMENTS/CULMINATING ACTIVITY

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

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	30 days
UNIT #7:	Portrait and Figure	GRADE:	10-12

STANDARDS:

National Visual Arts Standards

- VA:Cr3.1.IIa • Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artist vision.
- VA:Re7.1.IIa • Recognize and describe personal aesthetic and empathetic response to the natural world and constructed environments.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	30 days
UNIT #7:	Portrait and Figure	GRADE:	10-12

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 paint a self-portrait.

KNOW

- Portrait/figure drawing development process in which artists examine, critique, reflect, and revise works (gesture drawing).
- Artists' backgrounds and experiences can be reflected within portrait drawing.
- 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 by engaging in constructive critiques with peers.
- Paint a self-portrait that reflects their background and experiences.
- Paint portraits and produce figure drawings that demonstrate accurate rendering of shape and proportion.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	30 days
UNIT #8:	Communicating Meaning	GRADE:	10-12

STANDARDS:

National Visual Arts Standards

- VA: Cr1.2.IIa • Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	30 days
UNIT #8:	Communicating Meaning	GRADE:	10-12

UNDERSTANDINGS

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

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a work with a medium of their choice using a color scheme to create a mood or feeling.

KNOW

- The medium used can affect the intent of the work.
- Artists use color schemes to create a mood or feeling.
- Artists communicate meaning within their work.

DO

- Choose from a range of materials and methods to plan a work of art.
- Develop a work of art using a color scheme that creates a mood or feeling within their work.
- Create a work of art that communicates meaning.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	30 days
UNIT #9:	Space and Environment	GRADE:	10-12

STANDARDS:

National Visual Arts Standards

- VA: Cr2.3.IIa • Redesign an object, system, place, or design in response to contemporary issues.
- VA:7.1.IIa • Recognize and describe personal aesthetic and empathetic response to the natural world and constructed environments.

KNOW, UNDERSTAND, DO

COURSE:	Drawing and Painting II	TIME FRAME:	30 days
UNIT #9:	Space and Environment	GRADE:	10-12

UNDERSTANDINGS

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

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create an appropriation art piece.

Create an artwork using three-point perspective in response to the world around them.

KNOW

- Artists recognize and describe personal aesthetic and empathetic response to the natural world and constructed environments.
- Artists redesign or appropriate works of art.
- Hypothesize ways in which art can be used as a response to the perception of the world.
- Observe how artists use perspective to create an illusion of space and/or depth (three-point perspective).

DO

- Redesign a work of art in response to a contemporary issue (appropriation).
- Plan a work in response to their perception of the world around them.
- Create an illusion of space or depth in an artwork using three-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)