

DRAWING

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:

Drawing is an advanced art class that continues to develop skills and concepts introduced in Introduction to Art. Students receive an historical, cultural, and contemporary overview of drawing techniques and the study of art masters and movements.

Units of Study:

- Advanced perspective
- Figure drawing
- Still life
- Self-expression
- Historical, cultural, and contemporary overview
- Advanced grid work
- Aerial perspective (through the use of value, size relationships, placement, and emphasis relating to the picture plane.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can understand the meanings of the following terms: background, middle-ground, foreground, space, form, value, texture, perspective. *(K)*
- 2) I can create the illusion of space using changes in color (bright – dull), value (dark - light), size (large – small), placement (low – high), more versus less detail, and overlapping objects. *(S)*
- 3) I can create the illusion of space using one, two, and three point perspective. *(S)*
- 4) I can draw using a variety of tools such as pencil, charcoal, oil and chalk pastel, pen and ink, marker. *(S)*
- 5) I can use a variety of drawing techniques such as gesture, contour, observational, conceptual, etc. *(S)*
- 6) I can plan a drawing. *(S)*
- 7) I can work with others to create artworks. *(S)*
- 8) I can create a portfolio of my drawings. *(S,P)*

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can use the right tool for the desired visual effect. *(S)*
- 2) I can understand the function of the tools that I am employing. *(K,S)*
- 3) I can use a light source, highlights, mid-tones, core shadows, and linear perspective to create the illusion of a third dimension. *(S,P)*
- 4) I can use colored pencils, pen and ink, charcoal, pastel, and pencil in order to achieve desired visual effects. *(S,P)*
- 5) I can cross hatch, stipple, scumble, and blend, *(S)*
- 6) I can work in a collaborative learning environment while offering and taking constructive criticism. *(S)*
- 7) I can exhibit a body of work and keep a portfolio for my Drawing class. *(S,P)*
- 8) I can express my ideas, thoughts, and feelings with my drawings. *(S,P)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type)

- 1) I can decide if an artwork is successful in its purpose. *(R)*
- 2) I can explain why I believe that an artwork is successful. *(R)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can see how the elements and principles work in a drawing. *(K)*
- 2) I can see the way rules of composition are used in a drawing. *(K,R)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can plan for the design and creation of visual works. *(S)*
- 2) I can organize and exhibit my artwork. *(S,P)*
- 3) I can use line, shape, form, color, texture, value, and space (the elements of art) in my drawings and see them in other drawings as well. *(S,P)*
- 4) I can use balance, rhythm, pattern, emphasis, movement, variety, contrast, and unity (the principles of design) in my drawings and see them in other drawings as well. *(S,P)*
- 5) I can solve drawing problems using the elements, principles and rules of composition that have been set out by my drawing teacher. *(S,P)*
- 6) I can solve drawing problems that I encounter as I am working. *(S)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can make connections between styles of drawings. *(R)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can use the elements of design as a language in order to communicate concepts of visual art. *(K,R)*
- 2) I can use the principles of design as a vocabulary in order to communicate concepts of visual art. *(K,R)*
- 3) I can analyze how drawings communicate meaning through a process of multiple problem solving, involving intellectual, emotional, conceptual, personal, decisions, and expressions. *(R)*
- 4) I can use different subjects and ideas in my drawings. *(R,S)*
- 5) I can use different symbols in my drawings. *(R,S,P)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

- 1) I can identify works of art through the continuum of history while developing value judgments based on aesthetics.
- 2) I can identify drawings from different times in history. *(K)*
- 3) I can identify drawings from different cultures. *(K)*
- 4) I can see how a drawing is connected to its time, culture, and purpose. *(K,R)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

- 1) I can empathize with other students and artists while they share their artwork. *(R,S)*
- 2) I can compare drawings from different cultures, times, and places. *(K,R)*
- 3) I can explore why a drawing was created in a particular culture, time, and place. *(K,R,S)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian works of art, to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Learning Targets (Type):

- 1) I can articulate my feelings and understanding about a work of art offered by myself, a peer, or another. *(K,R,S)*
- 2) I can recognize the elements of drawing in a work of art. *(K)*
- 3) I can define aesthetics and critically analyze the content and context of artworks. *(K,R)*
- 4) I can recognize when to share comments and constructive criticism and when to listen for important information regarding the arts. *(R,S)*

- 5) I can see the connection between a time, place, or culture and a drawing. *(R)*
- 6) I can create drawings related to my own time, place, and culture. *(P)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

- 1) I can see why others create a particular drawing. *(R)*
- 2) I can think through why I create my own drawing. *(R,S)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

- 1) I can analyze a work of art while placing it in its historical context. *(R)*
- 2) I can see how a drawing was created. *(K,R)*
- 3) I can see how a drawing is connected to a time in history or to a culture. *(K,R)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

- 1) I can discuss the merits and contributions of historical artists and their work using aesthetics. *(K,R)*
- 2) I can describe how others respond to my drawings. *(R)*
- 3) I can describe how others respond to the drawings of others. *(R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can use an instructional book to find information. *(K,S)*
- 2) I can see connections between the important parts of creating drawings and creating other types of art. *(R)*
- 3) I can see connections between analyzing drawings and analyzing other types of art. *(R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

- 1) I can draw on my experiences in other areas of interest in order to maximize my productions. *(R,S)*
- 2) I can recognize the potential that the Arts offer in the pursuit of a meaningful life. *(K,R)*
- 3) I can realize and share the value of the arts with contemporaries while I grow throughout my life. *(R)*
- 4) I can compare drawings from a certain time in history to other disciplines. *(R)*

5) I can see the application of drawing in future career opportunities. (K,R)