

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Drawing (944)

Department: Art Department

Teacher: Denise Freeman

Grade level: 9-12

Description of Course:

Students work with pencil, colored pencils, charcoal, pastel, conte', pen and ink and other media to learn the technical, observational, and creative skills needed to render the observed world on paper. This course allows the student who has completed the Studio Art or has substantial background in drawing, to work with more advanced artistic subjects.

School – Wide Expectations:

Academic

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect
3. Contribute to the stewardship of the community

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies as aligned with State Standards:

Creating

Students will combine shading techniques and graded values with a wide variety of textures in their work. (critical thinking, problem solving)

Curriculum Standard 1: Apply appropriate media, techniques, and processes.

- a. Apply media, techniques and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions

Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.

- a. Design to generate multiple solutions to a variety of art problems
- b. Create works that use the elements of art and principles of design to solve specific visual arts problems;

Performing

Students will apply the rules of perspective to create the illusion of three-dimensional form and space on a flat plane. (problem solving)

Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.

- c. Compare two or more perspectives about the use of organizational principles and functions

Students will defend the advantages and disadvantages of specific media for specific tasks. (writing, speaking, critical thinking, problem solving)

Curriculum Standard 3: Select and apply a range of subject matter, symbols and ideas.

- a. Reflect on how artworks differ visually, spatially, and functionally
- b. Use subject matter, symbols, ideas, and themes that demonstrate knowledge of contexts, values, and aesthetics.

Students will choose, apply, recognize and discriminate various drawing media using safe and appropriate processes. (personal responsibility)

Curriculum Standard 1: Apply appropriate media, techniques, and processes.

- a. Apply media, techniques and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions
- b. Create works of visual art that demonstrate a connection between personal expression and the intentional use of art materials, techniques, and processes.
- c. Use complex art materials and tools in a safe and responsible manner.

- e. Initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis and evaluation.

Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.

- c. Compare two or more perspectives about the use of organizational principles and functions in artwork and defend personal evaluations of these perspectives;

Responding

5. Students will differentiate between successful and unsuccessful design through the critique process. (critical thinking and problem solving)

Curriculum Standard 5: Analyze, interpret, and evaluate their own and others' artwork.

- a. Defend personal interpretations to better understand specific works of art.
- b. Apply critical and aesthetic criteria in order to improve their own works of art.
- c. Reflect critically on various interpretations to better understand specific works of art.

Suggested Texts and Media (Software, A/V, etc.):

Arttalk, Rosalind Raggins

A Foundation

Course in Drawing: Peter Stayner and Terry Rosenberg

Anatomy for the Artist: Sarah Simblett

Suggested Instructional Strategies:

1. Lecture and Demonstration- Students engage in focused lecture, discussion and “hands on” demonstrations through out the course in which they learn and explore the fundamentals of composition, the Elements and Principles of Design, methods and material safety, as well as, a variety of subject matter and its historical relevance. Students have the opportunity to take notes, journal, sketch drafts and ideas. Each process is demonstrated with the proper use of materials, safety, application and technical processes. Drawing techniques within each medium are demonstrated and students have the opportunity to practice each technique with every medium. Handouts, vocabulary notes and a series of objectives for each assignment are clearly outlined.

2. Class Work- The program is designed for students with an interest in exploring both two-dimensional works. Students experience the art making process through kinesthetic modalities using the basic principles and elements of art. Students explore using a variety of drawing materials like; charcoal, graphite, oil and dry pastel, colored pencils, pen and ink, and conte'. Students also practice the technical skills and processes associated with each medium. Students will gain a broader understanding of the use of materials by experimenting and exploring its properties and applications.

3. Homework- Students taking this course each create their own personalized sketchbook. Students have daily homework assignments that they are expected to practice and hone their skills learned in the classroom. This also gives the instructor the opportunity to “see what they know”, as well as, transfer and integrate their knowledge outside of the classroom experience. Practicing techniques builds confidence and understanding of the concepts introduced.

4. Active Learning-Use of activity based learning experiences which include performing, creating and responding to visual arts.

Suggested Assessment Strategies:

- 1. Performance Rubrics-** Demonstrate an understanding of specific criteria outlined in each drawing of unit in drawing. Students are expected to apply compositional concepts in their work. Works of art are expected to apply the basic the elements and principles of design in their work. Rubrics often have three major components of the core competencies within each unit; creating, responding and performing.
- 2. Quiz/Test-** Students are assessed both through a “hands on” experience, as well as, written multiple choice, true/false and open responses.
- 3. Formal and Informal Individual and Group Critiques-** A variety of critique techniques are used to assess student work. Critiques are written and oral. Group critiques encourage peer learning, strengthens skills and techniques and promotes collaboration and community within the classroom. Students have the opportunity to speak about their work and the work of others using formal critical concepts and techniques. Through the critique process students have the opportunity to speak effectively about their idea, use of material, construction, experience, technical processes, weaknesses and strengths of their work and the work of others.