

DEPARTMENT: ART	COURSE TITLE: DRAWING COURSE NUMBER: 605
GRADE(S): 10-12	PRE-REQUISITES (IF ANY): FOUNDATIONS OF ART A& B

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Garden/Gallery	2 weeks	<ul style="list-style-type: none"> Interpretation of either a garden or gallery scene in any drawing media (figure-ground relationships). 	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate ability to visualize a scene from a deliberately general description, using their imagination to “fill in the blanks.” 	<ul style="list-style-type: none"> Does the drawing depict an interesting scenario? Are the materials suitably used (care in blending figure/ground relationships). 	<ul style="list-style-type: none"> Creating Strand LS 1,2 Thinking and Responding Strand LS 3
Still Life	2 weeks	<ul style="list-style-type: none"> Still life in a unified composition, using drawing pencils with a variety of dark, medium, and light tones (use of light to create 3-D appearance and figure-ground relationship). 	<p>Students will:</p> <ul style="list-style-type: none"> Distinguish between the various types of drawing pencils and know when to use them. Blend pencils with tortillions, Q-tips, and/or cloth. 	<ul style="list-style-type: none"> Have observational skills been used? Were the pencils manipulated successfully to create shading and a 3-D form? Is it clear where the focus of the composition is? 	<ul style="list-style-type: none"> Creating Strand LS 1,2 Thinking and Responding Strand LS 3
Portraiture	2 weeks	<ul style="list-style-type: none"> Drawing the human form (from a student model) using various drawing tools and several different techniques: contour, gesture, and volume (proportion). 	<p>Students will:</p> <ul style="list-style-type: none"> Draw the figure in a unified composition. Draw what they see, not what they think they see. 	<ul style="list-style-type: none"> Have observational skills been used? 	<ul style="list-style-type: none"> Creating Strand LS 1,2 Thinking and Responding Strand LS 3
Family	2 weeks	<ul style="list-style-type: none"> Creating a visual /verbal family depiction based on interviews with older family members. 	<p>Students will:</p> <ul style="list-style-type: none"> Ask appropriate questions to gather as much information as possible. Choose the appropriate media for their interpretation. 	<ul style="list-style-type: none"> Does the student display a conceptual understanding of the theme? Does the student show creative thinking in choosing imagery and visuals? Does the student master the use of their chosen media? 	<ul style="list-style-type: none"> Creating Strand LS 1,2 Thinking and Responding Strand LS 3 Connecting and Contributing Strand LS 8
Crazy Mosaic	2 weeks	<ul style="list-style-type: none"> Creating mosaic of a minimum of 20 small pictures on one page, depicting a theme. 	<p>Students will:</p> <ul style="list-style-type: none"> Understand layout design and color combinations. Demonstrate ability to draw within a small area. Choose appropriate colors. 	<ul style="list-style-type: none"> Do the individual shapes create a unified composition? Is the theme clear? Is the color choice appropriate? 	<ul style="list-style-type: none"> Creating Strand LS 1,2 Thinking and Responding Strand LS 3

Pen and Ink drawing	2 weeks	<ul style="list-style-type: none"> • Drawing using dip pens and ink, using line to create shaded areas, patterns, and textures. Drawing should incorporate the concepts of contrast and volume. 	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate ability to make tonal variations by using dots, cross-hatching, squiggly lines, and other pen techniques. • Demonstrate understanding of how to use fine and extra fine pen points and how to clean them. 	<ul style="list-style-type: none"> • Does the drawing have tonal variation? • Were the concepts of contrast and volume used? • Was the drawing carefully done? 	<ul style="list-style-type: none"> • Creating Strand LS 1,2 • Thinking and Responding Strand LS 3
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