

# **Drawing and Painting I-IV**

**Four, one-semester elective courses in the High School Art Department**

**Each course is offered for one-half credit.**

**Fundamental Design is a prerequisite course for Drawing & Painting I.**

**Developed by:**

Bobby Kelly

Hope Palmer

Nina Weis

## Overview/Course Description

Drawing & Painting I will form an introduction to the drawing and painting course sequence and presents a thorough guide for the beginner through use of line, texture, value, color, shape, and space. Media in drawing includes use of pencil, pen and ink, pastels, and charcoal. Painting focuses on composition in oil pastels, watercolor, acrylic, and tempera. Students will interpret, through observation, various landscape and still life subjects. Aesthetics in art history will be introduced through the use of slides and videos. Included are critiques of professional and student work. Drawing and Painting I is a one-half credit, one-semester prerequisite for Drawing & Painting II through IV.

Anticipating that students will continue in this mode of inquiry, Drawing & Painting II through IV will include deeper and more extensive exploration in this discipline through the same units of study. Each semester nurtures a growing sophistication in the execution of drawing and painting techniques, and knowledge of the history of art as a means for self-expression as applied to the individual student's course of study.

## K-12 Arts Education Content Standards – Michigan Department of Education

Content Standard I	All students will apply skills and knowledge to perform in the arts
Content Standard II	All students will apply skills and knowledge to create in the arts.
Content Standard III	All students will analyze, describe and evaluate works of art.
Content Standard IV	All students will understand, analyze and describe the arts in their historical, social, and cultural contexts.
Content Standard V	All students will understand, analyze and describe connections among the arts; between the arts; between the arts and other disciplines; between the arts and everyday life.

## Units of Study

The five units of study will be presented as a cumulative approach to the art making process. Students will use the elements of design to create artwork through organizational skills that reflect the principles of design.

**UNIT I – Mark Making**

**UNIT II- Still life**

**UNIT III-Landscape**

**UNIT IV-Figures and Portraits**

**UNIT V- Imaginative, Non-Representational, and Abstract Work**

## Each unit is composed of:

**Key Concepts** that state the major ideas students are expected to comprehend.

**Benchmarks** are statements of what students will know or are able to do while progressing towards achieving the standards.

**Assessment Tasks** are suggestions of ways students can demonstrate the degree to which they have reached the Benchmarks.

**Opportunities for Integration** are connections between concepts with the unit and subject matter from related units or disciplines.

**Authentic Application/Career** are statements that show where these skills and processes are used in the world beyond school.

**Instructional Resources** are listed materials that support the teaching of this unit

## UNIT I – Mark Making

### Key Concepts

1. Line is a basic foundational design element created by various mark making strategies
2. The effective use of a variety of media and tools determines how line reflects texture in two dimensional and three dimensional art
3. Line has been an essential component in the communication process throughout history and across cultures.

### Benchmarks

Students will:

1. Communicate ideas with skill, confidence and sensitivity using dry and wet media application to create expressive marks ( ART.2.VA.HS 1)
2. Demonstrate skill by using drawing and painting materials to create various types of art (ART.1.VA.HS2; ART.5.VA.HS.1)
3. Describe meaning and use of art objects created by various people throughout the world and throughout time in order to understand that no two artists work in the same way and experimentation is highly prized (ART.4.VA.HS3; ART.3.VA.HS2)
4. Observe drawing and painting from different times, places and cultures (ART. 2.VA.HS3; ART4.VA.HS3)

### Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

### Examples

The students will...

1. Use a variety of drawing and painting media, i.e. pencil, charcoal, pastel, tempera, watercolor, acrylic, etc. to create works of visual art that illustrate the versatility of mark making strategies.
2. Demonstrate an understanding of the principles of design by producing drawings and paintings that solve design problems such as balance, unity, emphasis and rhythm.

### Integration

1. Literature: Imaginative use of mark making illustrates poems and literature emphasizing content and feeling
2. Math: Describe the advantages and disadvantages of using tables, graphs, and symbolic rules in representing a pattern
3. History: Paintings and drawings are visual representations of historical events.

### Authentic Applications

1. Elements of Art, Principles of Design, and artistic processes exist in all human artifacts.
2. Field trips to artist studios and museums enhance the knowledge of careers.

## Unit II – Still Life

### Key concepts

1. Students address visual art challenges using the still life as a subject which demonstrates their understanding of space as an important element of design.
2. Solving still life problems requires organization of visual elements such as line, shape, form, color, value, texture, and space.
3. Principles of design are: movement, contrast, unity, pattern, rhythm, balance.
4. Historical periods affect art, symbol and meaning. Culture affects art.

### Benchmarks

The students will:

1. Students use both dry and wet art materials and tools with skill to communicate spatial relationship to communicate ideas through art. (ART2.VA.HS1;ART2.VA.HS.5)
2. Students use skills to complete a specific project incorporating elements of art and principles of design. (ART1.VA.HS2; ART2.VA.HS2)
3. Students will demonstrate awareness of how three-dimensional space is translated onto a 2 dimensional surface.(ART4.VA.HS1; ART3.VA.HS3)
4. Students understand the dynamics of image making and the relationship between ideas, tradition and individuality inherent in the world (ART4.VA.HS3; ART5.VA.HS4)

### Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

### Examples

Students will:

1. Demonstrate an understanding of still life drawing by creating an artwork that illustrates the use of spatial devices to create the appearance of depth and form according to criteria.
2. In a chosen media, use directed light to produce light, middle and dark values, to capture depth, make forms appear 3D, and suggest mood.
3. Employ media in traditional and experimental techniques to create original works of art according to criteria.
4. Manipulate the medium to create a three-dimensional image on a two-dimensional plane.
5. Reflect upon the characteristics and assess the merits of his/her personal artwork through written critique of identified criteria.
6. Reflect on the art of others by participating in oral critiques of identified criteria.

### Integration

1. History: Images can be used to reflect a civilization.
2. Language arts: Objects within a still life can be viewed metaphorically, and may represent sign, symbol and language.
3. Math: Still life takes spatial relationships and proportion into consideration.
4. Science and History: Both natural and manufactured materials are used in still life drawing. The technological advances of humankind, from the Renaissance through the present day, are depicted in still life.

### Authentic Applications

1. Art facilitates translations from a 3D world to a 2D world.
2. Focusing on drawing objects in everyday life cultivates keener powers of observation.
3. Art training enhances the ability to comprehend and manipulate spatial relationships and extrapolate from the imagination.

## UNIT III – Landscape

### Key Concepts

1. Landscape Art visually represents a particular physical or mental place in time and space.
2. Perspective is conveyed through shading, foreshortening, overlapping and depth manipulation on a two-dimensional surface.
3. Landscape Art serves a key role in representing images and events throughout history.

### Benchmarks

The students will:

1. Define 1, 2 and 3 point perspective (ART.1.VA.HS3)
2. Create drawings and paintings that use perspective to give the illusion of depth (ART.2.VA.HS2)
3. Recognize that a natural landscape shows our environment, such as trees, mountains, flowers and lakes (ART.3.VA.HS.5; ART.4.VA.HS.2)
4. Recognize that an urban landscape shows architecture and objects in the human-fabricated environment. (ART.5.VA.HS.1)

### Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

The students will:

1. Demonstrate an understanding of landscape by creating artwork illustrating spatial devices to create the appearance of depth.
2. Demonstrating awareness of cultural variances in landscape depiction utilizing perspective techniques found in Non-Western cultures.
3. Reflect upon the characteristics and assess the merits of his/her personal artwork through written critique of identified criteria.
4. Reflect on the art of others by participating in oral critiques of identified criteria.

### Integration

1. Science: Technological advances in photography document specific environmental phenomena with increased clarity.
2. Environmental Science/ Biology: Artists become more aware of one's environment and its integration into specific art projects.
3. Focusing on drawing objects in everyday life cultivates keener powers of observation.
4. Art facilitates translations from a 3D world to a 2D world.

### Authentic Applications

1. Public spaces are enriched through the creation of public murals or site specific projects.
2. Visual images record the specific times, places, and cultural influences for historical documentation.

## UNIT IV – Figures & Portraits

### Key Concepts

1. A portrait captures age, gender, likeness, ethnicity, and emotion.
2. The human images in art represent various traditions, lifestyles, and customs from different civilizations and cultures.
3. Proportions are essential for a successful depiction of the model.
4. The human skeleton and anatomy are the starting point for the figure.
5. Gesture is a method of drawing simple, quick lines that captures a figure and pose with minimum effort.
6. Placement of a figure and its relationship to other objects must be carefully considered in developing the composition.

### Benchmarks

1. The student will:
2. Understand proportions of the head and facial features as well as the full figure (ART.1.VA.HS1; ART.1.VA.HS3; ART. 2.VA.HS2)
3. Understand how photocopied and computer-generated images can be used as a tool to develop art (ART.1.VA.HS2)
4. Recognize that safe use of various media is essential in the art process (ART.1.VA.HS2)
5. Assimilate knowledge of the figure in art history and recognize various artist's interpretations in contemporary work. (ART.5.VA.HS4; ART.4.VA.HS1)

### Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

The students will:

1. Understand the proportions of the figure by creating artworks that capture likeness and emotion.
2. Create multi-figure compositions that integrate composition, proportion and expressive use of color and line in completed projects.
3. Analyze the use of the human form by relating these images to artworks throughout history.

### Integration

1. Math: Proportion and spatial relationships are made visible through concrete depiction.
2. Social Science: Multicultural issues are presented through murals, drawings and paintings.
3. Language Arts: Artworks depict characters and dramatic situations from literary works.

### Authentic Applications

1. Depiction of the human condition can be the starting point for developing sensitivity toward, and an understanding about personal traits, similarities and differences throughout the world.
2. The human figure has been a subject throughout history of painting.

## **UNIT V– Imaginative, Non-Representational and Abstract Work**

### **Key Concepts**

1. This field developed during the 20<sup>th</sup> century and pertains to work that is revealed through dreams, purposeful distortion, juxtaposition of reality, etc. Pure abstraction deals with elements of art as its subject rather than actual appearance, not necessarily resembling the subject itself.
2. Art imagery can be created independently, without describing objects or situations realistically.
3. New technology appeared in the last 50 years and is ongoing; artists continuously make use of new developments.

### **Benchmarks**

The students will:

1. Use a variety of media to create images both distorted and/or non-objective in nature using bold gestures and principles of design (ART.2.VA.HS.1; ART.1.VA.HS.2)
2. Understand the use of color and its effects on the physical and emotional impact of the work (ART.3.VA.HS1)
3. Create a personal language through exploration and manipulation of media and ideas (ART.5.VA.HS3; ART.4.VA.HS3)

### **Assessment Tasks**

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

The students will:

1. Create artwork that demonstrates an understanding that different materials affect different descriptive outcomes through effective use of the principles of design
2. Create abstract artwork that further explores ideas and themes in contemporary art.
3. Conduct critiques that will encourage students to explain their ideas and motivations when using abstraction.

### **Integration**

1. Language arts: New visual languages contain the rhythm and excitement of contemporary life.
2. Math: Visual connections assist in realizations of new theorems and hypothesis.
3. Dance: Dance makes use of abstraction in movement.

### **Authentic Applications**

1. Artwork can be integrated into public spaces because it is suggestive rather than realistic.
2. Analyzing abstract art improves the ability to comprehend other abstract ideas.

### **Instructional Resources**

Resources may include:

1. “Art:21 – Art in the Twenty-First Century” Video
2. “Masterworks of Painting” Video
3. Art Reproductions
4. Art Websites such as ArtEdNet.
5. Books and other visual aids of art movements and art history
6. Instructor’s professional artwork as examples
7. Local art exhibits
8. Videos of various artist’s work

## CAREER PATHWAYS

Career Pathways are careers that are grouped together because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Selecting a Career Pathway provides a *focus* into which one can begin directing energies and determining a *tentative* career "fit" though it is always acceptable to change one's mind. By identifying with a pathway students are aided in selecting courses, extra-curricular activities and part-time employment. Career Pathways provide a plan for all students regardless of their interests, abilities, talents, or desired levels of education. *All pathways have equal dignity.* The following six (6) Career Pathways have been developed by the state of Michigan:

**Arts and Communications** - careers related to humanities and the performing, visual, literary and media arts.

**Business, Management, Marketing & Technology** - careers related to all aspects of business including accounting, business administration, finance, information processing and marketing.

**Engineering, Manufacturing and Industrial Technology** - careers related to technologies necessary to design, develop, install or maintain physical systems.

**Health Sciences** - careers related to the promotion of health as well as the treatment of injuries and disease.

**Human Services** - careers in child care, civil service, education, hospitality and the social services.

**Natural Resources and Agriscience** - careers related to natural resources, agriculture and the environment.



The accompanying **ART curriculum** falls within the **ARTS AND COMMUNICATIONS Pathway**. Some personal characteristics\* of people in this pathway are that they:

- ◆ seek opportunities for self-expression;
- ◆ Exhibit an imaginative and creative thinker;
- ◆ demonstrate good writing skills; and
- ◆ Posses strong communication skills.

Examples of additional careers\* that fall under this **pathway** include:

Advertising Agent	Interior Designer	Actor/Actress
Broadcast Technician	Clergy	Author
Photographer	Audiovisual Technician	Technical Illustrator
Public Relations Specialist	Photo Process Worker	Bookbinder
Painter and Sculptor	Merchandise Displayer	Dancer
Musician and Composer	Religious Worker	Broadcast Technician
Set Decorator	Radio and Television Announcer	Archivist & Curator
Advertising Copywriter	Historian	Commercial Artist

\* Taken from MOIScripts, Michigan Occupational Information System, © 2000