

# Ware Public Schools

## High School Visual Arts

***SUBJECT MATTER: Visual Arts***

***Course: Drawing; Grades 10 -12***

Unit/Theme	Content and Essential Questions	Skills	Suggested Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<b>Utilizing Sketchbooks</b>  <b>Preparing Art Exhibits</b>  <b>Maintaining a Portfolio</b>	<ul style="list-style-type: none"> <li>• How are sketches used by artists of the past and present?</li> <li>• How can a sketchbook be a useful tool?</li> <li>• How will I use my sketchbook throughout this course?</li> <li>• What are some ways I can use my sketchbook to explore the work of other artists and art movements?</li> <li>• Why is it necessary for a student to utilize a sketchbook?</li> <li>• What are ways artwork can be prepared for exhibit and/or display purposes?</li> <li>• Why is it necessary to keep a portfolio of artwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a sketchbook for use throughout this course.</li> <li>• Evaluate sketchbook drawings in terms of exploration, expansion of drawing and observation skills, problem-solving, and composition design.</li> <li>• Develop a system for organizing artwork for display and for future portfolio evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual participation</li> <li>• Evaluation of beginning sketchbook drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork Assessment Rubric</li> <li>• Sketchbook Assessment Rubric</li> <li>• Student sketchbook drawing examples</li> <li>• Examples from notable artists</li> <li>• Suggested sketchbook drawing problems (teacher resources)</li> <li>• “Sketchbooks: A Necessary Tool” (teacher resources)</li> <li>• “Sketchbook Feedback” sheet (teacher resources)</li> </ul>	<i>Visual Arts</i> 1.9, 1.11, 1.12, 1.13, 1.14, 1.15, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 3.8, 3.9, 3.10, 3.11, 3.12, 4.9, 4.10, 4.11, 4.14, 4.15, 5.10, 5.11, 6.5, 6.6, 7.5, 7.9, 8.6, 8.7, 8.8, 8.9, 8.10, 9.6, 9.7, 9.8, 9.9, 10.1, 10.2, 10.3, 10.4
<b>Space and Volume Through Line</b>	<ul style="list-style-type: none"> <li>• How can the Elements of Art and Principles of Design be integrated in a drawing composition?</li> <li>• How can line be manipulated to create the illusion of space</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate the Elements of Art and Principles of Design in an effective drawing composition.</li> <li>• Develop a line composition which causes the flat surface of the paper to appear to project and recede.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and class critiques</li> <li>• Individual and group participation</li> <li>• Evaluation of exploratory</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Arts Assessment Rubric</li> <li>• Classwork Assessment Rubric</li> <li>• Sketchbook</li> </ul>	<i>Visual Arts</i> 1.9, 1.12, 1.13, 1.14, 1.15, 2.14, 2.15, 2.16, 2.17, 3.9, 3.10, 3.12, 4.9, 4.10, 4.11, 4.12, 5.10, 5.11, 5.12,

Unit/Theme	Content and Essential Questions	Skills	Suggested Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>and volume on a two dimensional surface?</p> <ul style="list-style-type: none"> <li>How have artists used line in their artwork?</li> </ul>	<ul style="list-style-type: none"> <li>Utilize cross-contour line to emphasize volume.</li> <li>Investigate connections to notable artists and art movements.</li> <li>Critique own work and the work of peers and other artists.</li> <li>Prepare artwork for display and for future portfolio evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>sketches</li> <li>Evaluation of “Cross-Contour Line Drawing”</li> <li>Student self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Rubric</li> <li>Student drawing examples</li> <li>“Cross-Contour Line Drawing” Lesson (teacher resources)</li> <li>Examples from notable artists and art movements</li> <li>Drawing pencil sets and supplies</li> <li>Drawing marker sets</li> </ul>	<p>6.5, 8.6, 8.8, 9.7, 9.8</p>
<p><b>Space and Volume Through Value</b></p>	<ul style="list-style-type: none"> <li>How have artists used still-life scenes to create art?</li> <li>How can a still-life drawing be created on toned paper?</li> <li>How can value be manipulated to create the illusion of space and volume on toned paper?</li> <li>What types of drawing media can be used to achieve desired effects?</li> </ul>	<ul style="list-style-type: none"> <li>Construct a still-life scene for the purpose of drawing.</li> <li>Select drawing media (such as charcoal, pastel, and/or conté) tools, and materials to achieve desired effects.</li> <li>Recognize highlights and shadows on a still-life scene.</li> <li>Recognize middle values on a still-life scene.</li> <li>Create a still-life drawing on toned paper by drawing the highlights and shadows and allowing the toned paper to remain as the middle value (chiaroscuro).</li> <li>Investigate connections to notable artists and art movements.</li> <li>Critique own work and the work of peers and other artists.</li> </ul>	<ul style="list-style-type: none"> <li>Small group and class critiques</li> <li>Individual and group participation</li> <li>Evaluation of exploratory sketches</li> <li>Evaluation of “Toned Paper Still-Life Drawing”</li> <li>Student self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Visual Arts Assessment Rubric</li> <li>Classwork Assessment Rubric</li> <li>Sketchbook Assessment Rubric</li> <li>Student drawing examples</li> <li>“Toned Paper Still-Life Drawing” Lesson (teacher resources)</li> <li>Examples from notable artists and art movements</li> <li>Drawing tools, media and</li> </ul>	<p><i>Visual Arts</i> 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 2.13, 2.14, 2.15, 2.16, 2.17, 3.8, 3.9, 3.10, 3.12, 4.9, 4.10, 4.11, 4.12, 4.14, 5.10, 5.11, 5.12, 6.5, 8.6, 8.7, 8.8, 9.6, 9.7, 9.8</p>

Unit/Theme	Content and Essential Questions	Skills	Suggested Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<ul style="list-style-type: none"> <li>Prepare artwork for display and for future portfolio evaluation.</li> </ul>		materials	
<b>Figure Drawing</b>	<ul style="list-style-type: none"> <li>What is the connection between The Divine Proportion (Phi) and art, architecture, nature and mathematics?</li> <li>How can The Divine Proportion (Phi) be related to drawing the figure?</li> <li>What is contrapposto?</li> <li>Why is it necessary to know the skeletal and muscular structures of the figure?</li> <li>How do gesture drawings prepare an artist for in-depth figure drawings?</li> </ul>	<ul style="list-style-type: none"> <li>Recognize The Divine Proportion (Phi) in art, architecture, nature and mathematics.</li> <li>Relate The Divine Proportion (Phi) to drawing the figure.</li> <li>Distinguish relationships between skeletal and muscular structures of the figure.</li> <li>Interpret classic figure poses in figure drawings (contrapposto).</li> <li>Create gesture drawings (from student models) which encompass the basic form and movement of the figure.</li> <li>Explore the use of traditional (such as charcoal) and nontraditional drawing media (such as tree branches and ink) to develop gesture drawing skills.</li> <li>Develop in-depth figure drawings.</li> <li>Investigate connections to notable artists and art movements.</li> <li>Critique own work and the work of peers and other artists.</li> <li>Prepare artwork for display and for future portfolio evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Small group critiques</li> <li>Individual and group participation</li> <li>Evaluation of exploratory sketches</li> <li>Evaluation of gesture figure drawings</li> <li>Evaluation of in-depth figure drawings</li> <li>Student self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Visual Arts Assessment Rubric</li> <li>Classwork Assessment Rubric</li> <li>Sketchbook Assessment Rubric</li> <li>Student figure drawing examples</li> <li>“Figure Drawing” lesson (teacher resources)</li> <li>“Divine Proportion” handout (teacher resources)</li> <li>Examples from notable artists and art movements</li> <li>Drawing tools, media and materials</li> </ul>	<i>Visual Arts</i> 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 3.8, 3.9, 3.10, 3.11, 3.12, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.16, 5.8, 5.10, 5.11, 5.12, 6.5, 6.6, 6.7, 6.8, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 9.5, 9.6, 9.7, 9.8, 9.9, 10.1, 10.2, 10.3, 10.4
<b>Illustration</b>	<ul style="list-style-type: none"> <li>What are different types of illustrations?</li> <li>How can an illustration be used to narrate?</li> <li>Why would it be</li> </ul>	<ul style="list-style-type: none"> <li>Select illustration drawing media (such as watercolor, colored pencil, and/or ink), tools, and materials to achieve desired effects.</li> </ul>	<ul style="list-style-type: none"> <li>Small group and class critiques</li> <li>Individual and group participation</li> </ul>	<ul style="list-style-type: none"> <li>Visual Arts Assessment Rubric</li> <li>Classwork Assessment</li> </ul>	<i>Visual Arts</i> 1.9, 1.10, 1.12, 1.13, 1.14, 1.15, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17,

Unit/Theme	Content and Essential Questions	Skills	Suggested Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>necessary to use a visual illustration rather than describe something orally or in writing?</p> <ul style="list-style-type: none"> <li>• What different types of illustration media can be used to achieve desired effects?</li> <li>• How are contemporary illustrators creating original works?</li> <li>• What are Haiku?</li> <li>• How can Haiku be used in visual arts?</li> </ul>	<ul style="list-style-type: none"> <li>• Create an original illustration that narrates a scene or anecdote.</li> <li>• Develop a Haiku that describes the illustration.</li> <li>• Present Haiku and illustration orally in front of a group.</li> <li>• Investigate connections to notable artists and art movements.</li> <li>• Research and/or interview contemporary illustrators for insight.</li> <li>• Critique own work and the work of peers and other artists.</li> <li>• Prepare artwork for display and for future portfolio evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of exploratory sketches</li> <li>• Evaluation of illustration drawing</li> <li>• Evaluation of Haiku describing illustration</li> <li>• Evaluation of oral presentation</li> <li>• Student self-evaluation</li> </ul>	<p>Rubric</p> <ul style="list-style-type: none"> <li>• Sketchbook Assessment Rubric</li> <li>• WHS Academic Expectations Rubrics</li> <li>• Student illustration examples</li> <li>• Student Haiku examples</li> <li>• “Illustration” lesson (teacher resources)</li> <li>• “Haiku” lesson (teacher resources)</li> <li>• Examples from notable artists and art movements</li> <li>• Drawing tools, media and materials</li> </ul>	<p>3.8, 3.9, 3.10, 3.12, 4.9, 4.10, 4.11, 4.12, 4.15, 5.8, 5.9, 5.10, 5.11, 6.5, 6.6, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 8.11, 9.5, 9.6, 9.7, 9.8, 9.9, 10.1, 10.2, 10.3, 10.4</p>
<p><b>Industrial Design</b></p> <p><b>Advertising Design</b></p>	<ul style="list-style-type: none"> <li>• What is industrial design?</li> <li>• What are elements of effective advertisements?</li> <li>• What different types of design media can be used to achieve desired effects?</li> <li>• How can technology be used to develop an advertisement?</li> </ul>	<ul style="list-style-type: none"> <li>• Select industrial design drawing media (such as chalk pastel, oil pastel, colored pencil, watercolor and/or ink), tools, and materials to achieve desired effects.</li> <li>• Create an industrial design drawing of an original product.</li> <li>• Utilize technology to develop an advertisement promoting original product.</li> <li>• Investigate connections to notable artists and art movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and class critiques</li> <li>• Individual and group participation</li> <li>• Evaluation of exploratory sketches</li> <li>• Evaluation of industrial design drawing</li> <li>• Evaluation of</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Arts Assessment Rubric</li> <li>• Classwork Assessment Rubric</li> <li>• Sketchbook Assessment Rubric</li> <li>• Student industrial design and advertisement</li> </ul>	<p><i>Visual Arts</i></p> <p>1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 3.8, 3.9, 3.10, 3.12, 4.9, 4.10, 4.11, 4.12, 4.15, 5.8, 5.10, 5.11, 5.12, 6.5, 6.6, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 8.6, 8.7, 8.8,</p>

Unit/Theme	Content and Essential Questions	Skills	Suggested Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<ul style="list-style-type: none"> <li>How are contemporary designers and advertisers creating original works?</li> </ul>	<ul style="list-style-type: none"> <li>Research and/or interview contemporary designers and advertisers for insight.</li> <li>Critique own work and the work of peers and other artists.</li> <li>Prepare artwork for display and for future portfolio evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>industrial design advertisement</li> <li>Student self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>examples</li> <li>“Industrial Design and Advertising” lesson (teacher resources)</li> <li>Examples from notable artists and art movements</li> <li>Drawing tools, media and materials</li> </ul>	8.9, 8.10, 8.11, 9.5, 9.6, 9.7, 9.8, 9.9, 10.1, 10.2, 10.3, 10.4
<b>Ephemeral Nature Art</b>	<ul style="list-style-type: none"> <li>How have artists used nature as a form of art?</li> <li>What is ephemeral art?</li> <li>What are some ways ephemeral art can be documented?</li> </ul>	<ul style="list-style-type: none"> <li>Construct an ephemeral nature art sculpture.</li> <li>Select drawing media, tools, and materials to achieve desired effects.</li> <li>Create a drawing of ephemeral nature art sculpture.</li> <li>Investigate connections to notable artists and art movements.</li> <li>Critique own work and the work of peers and other artists.</li> <li>Prepare artwork for display and for future portfolio evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Small group and class critiques</li> <li>Individual and group participation</li> <li>Evaluation of exploratory sketches</li> <li>Evaluation of ephemeral nature art sculpture</li> <li>Evaluation of ephemeral nature art drawing</li> <li>Student self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Visual Arts Assessment Rubric</li> <li>Classwork Assessment Rubric</li> <li>Sketchbook Assessment Rubric</li> <li>Student ephemeral nature art examples</li> <li>“Ephemeral Nature Art” lesson (teacher resources)</li> <li>Examples from notable artists and art movements</li> <li>Drawing tools, media and materials</li> </ul>	<i>Visual Arts</i> 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 3.8, 3.9, 3.10, 3.12, 4.9, 4.10, 4.11, 4.12, 4.15, 5.8, 5.10, 5.11, 5.12, 6.5, 6.6, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 9.5, 9.6, 9.7, 9.8, 9.9, 10.1, 10.2, 10.3, 10.4

Unit/Theme	Content and Essential Questions	Skills	Suggested Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<b>Self-Portraits</b>	<ul style="list-style-type: none"> <li>• Why do artists create self-portraits?</li> <li>• In what ways have artists used the self-portrait as a means of expression?</li> <li>• How can a large-scale portrait be effective?</li> <li>• What are some techniques artists use to create self-portraits?</li> </ul>	<ul style="list-style-type: none"> <li>• Select drawing media, tools, and materials to achieve desired effects.</li> <li>• Create a large-scale self-portrait.</li> <li>• Investigate connections to notable artists and art movements.</li> <li>• Critique own work and the work of peers and other artists.</li> <li>• Prepare artwork for display and for future portfolio evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and class critiques</li> <li>• Individual and group participation</li> <li>• Evaluation of exploratory sketches</li> <li>• Evaluation of large-scale self-portrait</li> <li>• Student self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Arts Assessment Rubric</li> <li>• Classwork Assessment Rubric</li> <li>• Sketchbook Assessment Rubric</li> <li>• Student self-portrait examples</li> <li>• “Self-Portrait” lesson (teacher resources)</li> <li>• Examples from notable artists and art movements</li> <li>• Drawing tools, media and materials</li> </ul>	<i>Visual Arts</i> 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 3.8, 3.9, 3.10, 3.11, 3.12, 4.9, 4.10, 4.11, 4.12, 4.15, 5.8, 5.10, 5.11, 5.12, 6.5, 6.6, 7.5, 7.6, 7.7, 7.8, 7.9, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 9.5, 9.6, 9.7, 9.8, 9.9, 10.2, 10.4
<b>Portfolio Self-Assessment</b>	<ul style="list-style-type: none"> <li>• How has your portfolio of artwork progressed during the semester?</li> <li>• How did your visual arts skills develop during the semester?</li> <li>• How has your artwork evolved?</li> <li>• What artists and/or art movements have influenced your style?</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze portfolio development.</li> <li>• Critique own portfolio progression and the work of peers.</li> <li>• Relate own art style to that of a professional artist and/or period of art.</li> <li>• Self-evaluate visual arts skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of portfolio self-assessment and/or essay</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment worksheets and/or essay prompt (teacher resources)</li> <li>• WHS Academic Expectations Rubrics</li> </ul>	<i>Visual Arts</i> 4.9, 4.10, 4.11, 4.12, 4.13, 4.16, 5.8, 5.10, 6.5, 6.7, 6.8, 7.8, 7.9, 8.6, 8.7, 8.8, 8.9, 8.10, 9.9, 10.1, 10.2, 10.4