

## *Drawing, Painting, and Sculpting Syllabus*

School Year: 2017-18

Certificated Teacher:

Desired Results
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**Course Title:** Drawing, Painting, and Sculpting A

**Credit:** \_\_\_\_ one semester (.5) \_\_\_\_ two semesters (1.0)

**Prerequisites and/or recommended preparation**

Has an interest in learning visual arts both 2Dimensional and 3Dimensional.

Completion of drawing, painting, and sculpting A or any equivalent beginning art class is a prerequisite for section B.

**Estimate of hours per week engaged in learning activities:**

5 hours of class work per week per 18 week semester

**Instructional Materials:**

Not Provided:

Computer  
Scanner (or access to)  
Ruler  
Scissors  
Color construction paper  
White Printer Paper

Provided-free for Spokane

Public Schools students,

\$20 for other districts:

Drawing Paper  
Acrylic Paints (pack of 12 colors)  
Size 8 Flat Brush  
Size 8 Round Brush  
Glue Stick  
Ball Point Pen  
2B Pencil  
4B Pencil  
Elmer's Glue  
Compass

**Course Description:**

Drawing, Sculpting and Painting

Students explore a variety of media providing a foundation in the elements and principles of art with an emphasis on drawing, sculpting and painting. The study of art in the context of style, culture, geography, historical perspective and artists associated with them, will provide vocabulary skills and a foundation for students to discuss and evaluate their own work and gain knowledge of the choices artists' make based on the purpose of the art. This course is a suggested prerequisite for all other 2D & 3D visual art classes.

## **Enduring Understandings for Course (Performance Objectives):**

This course will help develop a more effective visual vocabulary. You will develop skills and learn various techniques while working with the elements of design. You will work with various media such as graphite, ink, and acrylic paint. You will later increase your understanding by developing compositions that employ the principles of design; Balance, proportion, repetition, harmony, unity, emphasis, and visual movement. By the end of this course you will have developed a strong foundation in the arts with both your demonstration of art techniques and art appreciation. Drawing, Sculpting and Painting A & B will complete your fine arts graduation requirement.

## **Course Learning Goals (including WA State Standards, Common Core Standards, National Standards):**

### **Drawing, Painting, and Sculpting A:**

#### **Unit 1: Line**

##### **Content Standards:**

Component 1.1: Understands and applies arts concepts and vocabulary.

Component 1.3: Understands and applies arts genres and styles from various artists, cultures and times.

Component 2.1: Applies a creative process in the arts (dance, music, theatre and visual arts).

Component 2.2: Applies a performance and/or presentation process to the arts (dance, music, theatre, and visual arts).

Component 4.3: Understands how the arts impact and reflect personal choices throughout life.

Component: 4.5: Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

#### **Unit 2: Shape and Form**

##### **Content Standards:**

Component 1.1: Understands and applies arts concepts and vocabulary.

Component 1.2: Develops arts skills and techniques.

Component 2.1: Applies a creative process in the arts (dance, music, theatre and visual arts.)

Component: 3.1: Uses the arts to express and present ideas and feelings.

#### **Unit 3: Value**

##### **Content Standards:**

Component 1.1: Understands and applies arts concepts and vocabulary.

Component 1.2: Develops arts skills and techniques.

Component 2.1: Applies a creative process in the arts (dance, music, theatre and visual arts.)

Component: 3.1: Uses the arts to express and present ideas and feelings.

Component: 3.3: Develops personal aesthetic criteria to communicate artistic choices.

#### **Unit 4: Texture**

##### **Content Standards:**

Component 1.1: Understands and applies arts concepts and vocabulary.

Component 1.2: Develops arts skills and techniques.

Component 2.1: Applies a creative process in the arts (dance, music, theatre and visual arts.)

Component: 3.1: Uses the arts to express and present ideas and feelings.

Component: 3.2: Uses the arts to communicate for a specific purpose.

## **Unit 5: Color**

### **Content Standards:**

Component 1.1: Understands and applies arts concepts and vocabulary.

Component 1.2: Develops arts skills and techniques.

Component 2.1: Applies a creative process in the arts (dance, music, theatre and visual arts.)

Component: 3.1: Uses the arts to express and present ideas and feelings.

Component: 3.2: Uses the arts to communicate for a specific purpose.

Component: 3.3: Develops personal aesthetic criteria to communicate artistic choices.

Component 4.3: Understands how the arts impact and reflect personal choices throughout life.

Component: 4.4: Understands how the arts influence and reflect cultures/civilization, place and time.

## **Unit 6: Space**

Component 1.1: Understands and applies arts concepts and vocabulary.

Component 1.2: Develops arts skills and techniques.

Component 2.1: Applies a creative process in the arts (dance, music, theatre and visual arts.)

Component: 3.1: Uses the arts to express and present ideas and feelings

Component: 3.2: Uses the arts to communicate for a specific purpose.

Component: 3.3: Develops personal aesthetic criteria to communicate artistic choices.

Component 4.3: Understands how the arts impact and reflect personal choices throughout life.

Component: 4.4: Understands how the arts influence and reflect cultures/civilization, place and time.

## **Unit 7: Art Appreciation**

### **Content Standards:**

Component 1.4: Understands and applies audience conventions in a variety of arts settings and performances.

Component 2.3: Applies a responding process. (Engages, describes, analyzes, interprets, and evaluates)

Component: 3.1: Uses the arts to express and present ideas and feelings.

Component 3.2: Uses the arts to communicate for a specific purpose in dance, music, theatre, and visual arts.

Component: 3.3: Develops personal aesthetic criteria to communicate artistic choices.

Component 4.1: Demonstrates and analyzes the connections among the arts disciplines.

Component 4.2: Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

Component: 4.4: Understands how the arts influence and reflect cultures/civilization, place and time.

## Evidence of Assessment

### Performance Tasks:

- Demonstrates Art Technique in both 2D and 3D processes.
- Demonstrates an understanding of how to use a variety of art tools.
- Demonstrates an ability to follow instructions in a variety of different media (video, powerpoint, pdf, audio, and written instruction).
- Demonstrates process and re-development.
- Demonstrates quality craftsmanship.
- Demonstrates growth through the creation of artworks in both 2D and 3D.
- Develops and appreciation of artwork through critique and research.

**Other Evidence (self-assessments, observations, work samples, quizzes, tests and so on):**

## Types of Learning Activities

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
<input checked="" type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Mini presentation <input checked="" type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Problem-based <input type="checkbox"/> Case Studies <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Practice <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Paper <input checked="" type="checkbox"/> Concept Mapping <input type="checkbox"/> Other (List)	<input type="checkbox"/> Virt. Field Trip <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Field Observ. <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Bldg. <input checked="" type="checkbox"/> Surveys <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Essays <input type="checkbox"/> Self-paced computer <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Directed Study <input checked="" type="checkbox"/> Research Projects <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Peer Partner Learning  <input type="checkbox"/> Project team <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input checked="" type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input checked="" type="checkbox"/> Conferencing <input type="checkbox"/> Other (List)
<b>Other:</b>				

## Learning Activities

We will start this course with the basic foundation of art development. Starting with element of line and progressing through each element of design you will develop your skills. A variety of activities including art process, critique, and class discussions will help enable you to further your understanding.

### Pacing Guide:

#### Drawing, Painting, and Sculpting A:

Unit 1- Element of Line and Introduction	2 weeks
Unit 2- Elements of Shape and Form	1 Week
Unit 3- Element of Value	3 Weeks
Unit 4-Texture	3 weeks
Unit 5- Element of Color	4 Weeks
Unit 6- Element of Space	4 Weeks
Unit 7 – Art Appreciation	1 Week

These learning activities are aligned with the successful completion of the course learning goals and progress towards these learning activities will be reported monthly on a progress report.

### **1<sup>st</sup> Semester Drawing, Painting and Sculpting**

#### **A- Learning Activities**

#### **Unit 1: Introduction and Line**

**Duration:** 2 Weeks

#### **Enduring Understandings:**

In this Unit students will learn about the art element of line. Line can be a very powerful tool in developing artwork and can depict emotions depending on how they are used. A soft curving line can create a feeling of joy, while a hard edged or jagged line could be used to interpret chaos. Lines can also be used to create shapes or develop form in a drawing. Mark- making works together to add to the emotion of a drawing, as well as create form or volume. Lines are also used to suggest the outer edges of an object. This is called a contour drawing and is used by many artists as a preliminary to a final drawing or painting. Students will demonstrate the use of these methods in several compositions including a still life (drawing from observation).

#### **Essential Questions:**

- How can the element of line be used to create emphasis, create shapes, or develop form in a 2D or 3D composition?
- How is the use of line established as being the most fundamental element of design and is used in all artworks?

#### **Student Learning Targets:**

- Students will research the elements of art and develop a PowerPoint that incorporates an accurate definition and a work of art that demonstrates the element being shown.
- Students will use and produces line types and qualities for a variety of purposes in an artwork.
- Students will use lines type to develop form and value in a drawing or painting.

**Learning Activities:**

Assignment 1(A)- Elements of Art PowerPoint: Students will learn about the art elements and finding examples to better understanding. Students will use PowerPoint to develop a presentation of student research.

Assignment 1(B)- Line Types: Students will learn about the art element of line and how to develop a variety of line types.

Assignment 1(C)- Contour Still Life (Blind Contour and Contour from Observation)

**Unit 2: Element of Shape and Form**

**Duration:** 1 Week

**Enduring Understandings:**

In this Unit students will learn about the art elements of shape and form. Shape is 2 dimensional and the 3 dimensional equivalent is form. Students will be instructed in how to follow the basic steps in creating a form from a shape.

Essential Questions:

- What is the difference between a shape and a form?
- How is line used to create a form from a shape?

**Student Learning Targets:**

- Students will use line to create a drawing with form
- Students will use line to change basic shapes to forms

**Learning Activities:**

Assignment 2(A)- Contour Line Hand: Students will use line to create a three dimensional form of their hand.

Assignment 2(B)- Changing Shape to Form-The Ellipse: Students will learn how to draw an ellipse accurately, apply the ellipse to create a cylinder and a cone and to create a basic cube

**Unit 3: Element of Value**

**Duration:** 3 weeks

In this Unit students will learn about the art element of value. Value is the lightness or darkness of a color and is needed to express volume or form to create the illusion of 3 dimensions on a flat surface. Students will use the to create a smooth transition of contrast between light and dark and how to see subtle differences in dark and light. Students will also learn how to use value to separate the positive and negative space in a painting or drawing, as well as exaggerating a focal point.

Essential Questions:

- How is value used to establish volume and form in a drawing, painting, or sculpture?
- How do contrasting values add variety and interest to a piece of artwork?

**Student Learning Targets:**

- Students will use value to separate the positive and negative space in a drawing or painting.
- Students will use value (the lightness or darkness of a color) to express form.

**Learning Activities:**

Assignment 3(A)- Shaded Value Scale: Students will use a smooth and opaque application of graphite to create value change from light to dark.

Assignment 3(B)- Lines and Values Composition: Students will use a change in value and direction to create an abstract composition. This project combines the art elements of line and value together in an abstraction.

Assignment 3(C)-Shaded Spheres: Students will practice using their knowledge of the various values on the scale to create realistic spheres.

Assignment 3(D)- Shaded Milk Carton: Students will learn how to create a still life drawing focusing on a specific light source and value change to develop a realistic three dimensional form of a milk carton. They will learn about the technique of drawing from observation.

**Enduring Understandings:**

In this Unit students will learn how to apply the art element of value. Value is the lightness or darkness of a color and is needed to express volume or form to create the illusion of 3 dimensions on a flat surface. Students will use the technique of chiaroscuro to show a smooth transition of contrast between light and dark. Students will also learn how to use value to create the basic forms used in art upon which all representational drawing is based.

**Essential Questions:**

- How is value used to establish volume and form in a drawing, painting, or sculpture?
- How do contrasting values add variety and interest to a piece of artwork?

**Student Learning Targets:**

- Students will use value to separate the positive and negative space in a drawing or painting.
- Students will use value (the lightness or darkness of a color) to express form.

**Unit 4: Texture**

**Duration:** 3 weeks

**Enduring Understandings:**

In this Unit students will learn about the importance of the art element of texture. Texture is the feel of the actual surface of a piece of art whether it is a sculpture or work created in two dimensions or it is a texture implied by an artist in a drawing or painting (e.g., smooth surface and folds of a dress or rough surface of a rock).

**Essential Questions:**

- How is actual texture used to in a drawing, painting, or sculpture?
- How do does line, value and form contribute to the creation of the implication of texture?

**Student Learning Targets:**

- Students will use build a thematic collage form a variety of found/existing materials.
- Students will use value and form to create the illusion of texture

Assignment 4(A)- Paper Bag Contour: Students will use contour line (a technique we learned about in the first unit) to create an outline of the paper bag still life.

Assignment 4(B)- Shaded Paper Bag: Students will use shading to fill in the paper bag composition. They will focus on the surface of the paper bag, and positive and negative space in this composition, including a cast shadow.

Assignment 4(C)- Actual Texture Collage: Plan and draw materials and shapes to be arranged in a collage that expresses a theme. Attach chosen materials to backing and add drawing or painting (Final Product collage)

**Unit 5: Color**

**Duration:** 4 Weeks

**Enduring Understandings:**

In this Unit students will learn how to identify primary, secondary, and intermediate colors using acrylic paints. They will demonstrate how to mix secondary, and intermediate hues and apply those to a final composition. Students will learn to identify, name and use the most common color schemes. Students will use the technique of smooth and opaque brush strokes in each project and also learn about intensity and value related to color and be able to create tint and shade with acrylic paints.

**Essential Questions:**

- What is the importance of understanding and identifying the primary, secondary, and intermediate colors, color harmonies and intentional schemes and their purposes and emotional properties?

**Student Learning Targets:**

- Students will be able to identify primary colors and the process of mixing secondary colors, and intermediate colors from the primary colors.
- Students will understand how to mix secondary colors, intermediate colors, and identify those on a color wheel and in a painting or other work of art
  - Students will be able to produce a color value scale using tint and tone
  - Students will be able to identify and describe the properties of color (hue, value and intensity)
  - Students will be able to produce and artwork with the use of warm and cool colors.
  - Students will be able to name, use and identify the most common color schemes

**Learning Activities:**

Assignment 5(A)- Primary Color Swatches: Students will learn about the primary colors and the properties of color and why they are important and how they are created.

Assignment 5(B)- Secondary Color Swatches: Students will learn secondary colors are and how to mix acrylic paints to develop each hue.

Assignment 5(C)-Intermediate Color Swatches: Students will learn about the intermediate colors and how to mix acrylic paints to develop each hue.

Assignment 5(D) – Students will learn how to create tints and shades of the hues they have learned to create by adding white and black

Assignment 5(E)-Color Schemes:Students will learn how about the most commonly used color schemes, how to identify them from the color wheel, how to identify them in works of art and how to use them. Students will learn about the most common color schemes and how they are used to create emotional responses and feelings in works of art throughout history

Assignment 5(F)

1- Shape Painting Part 1: Students will draw a design using line and interacting shapes to create a variety of different sections to later be filled in with a clearly identified color scheme.

2- Shape Painting Part 2: Students will learn about color schemes and fill in their design with acrylic paint.

**Unit 6: Space**

**Duration:** 4 Weeks

**Enduring Understandings:**

In this Unit students will learn about the art element of space and shape. Space can be defined as an element of art that indicates the areas between, around, above, below or within something. Space can also be used to develop a 2 dimensional picture plane. For example, a drawing, painting, or print, artists will often use shapes and implied forms to encompass their artwork. The empty areas that surround those shapes and forms are called the "negative space." The objects themselves can be described as the "Positive space." Students will learn to develop a high contrasting composition with the use of positive and negative space. Students will also create a composition using linear perspective (one point and two point linear perspective).

**Essential Questions:**

- How does the understanding of physical space or the area between, around, above, and below influence how a student can imply space in a 2D artwork?
- How does the understanding of linear perspective, overlapping, size change, position, and sharp/diminishing detail allow for students to interpret space and depth in an artwork?

**Student Learning Targets:**

- Students will learn to develop a high contrasting composition with the use of positive and negative space.



- Student will learn to develop a composition using atmospheric perspective
- Students will develop a composition using linear perspective. One point, and two point perspective.
- Students will learn how space is used to create a 3 dimensional work of art

**Learning Activities:**

Assignment 6(A)- Notan Design: Students will learn about space and the use of positive and negative space. They will develop three designs using paper cutouts of light and dark paper to mirror each shape and create balance.

Assignment 6(B)- One Point Perspective: Students will learn about spatial indicators and how they are used to create space and depth in a work of art. They will draw four one point perspective cubes by using a horizon line and one vanishing point.

Assignment 6(C)- Two Point Perspective: Students will draw three two point perspective cubes by using a horizon line and two vanishing points. These cubes will show three different angles.

Assignment 6(D)- Found Object Sculpture: Students will construct found object sculpture representing the art elements of shape and space. They will use a variety of media to create a balanced piece of artwork using different everyday objects in combined in unusual and unique ways.

**Unit 7: Art Appreciation**

**Duration:** 1 Week

**Enduring Understandings:**

In this Unit students will learn how to participate in a critique. A critique is a critical review or discussion, in particular, for our purposes, one dealing with works of art. Students will complete a written response using the critique method of describing, analyzing, interpreting, and judging works to help in understanding.

**Essential Questions:**

- Why does the appreciation of art and its historical attributes benefit a student's art process and historical perspective?

**Student Learning Targets:**

- Students will participate in a critique focused on describing, analyzing, interpreting, and judging works of art to help in understanding.
- Students will complete a written response using the critique method of describing, analyzing, interpreting, and judging artwork.

**Learning Activities:**

Assignment 7(A)- Critique: Students will participate in a critique using the Describe method. They will apply identify the elements of art they have learned so far. They will answer questions about the work of art. Students will participate in a critique using the Analyze and Interpret method. They will apply the knowledge of the elements of art they have learned so far to infer and questions the artist's intent and purpose.

Assignment 7(B) Writing about Art-Students will use the information they gathered from the initial critique to write a 1-2 page paper giving their opinion about the artist's work. They will be expected to clarify their feelings and understanding of the artwork.







