



**VALWOOD**

*GO BEYOND*

**Drawing Curriculum**

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## Drawing Course Overview

Course Description	Topics at a Glance
<p>Studio and skills art class using pencil, pen and ink, charcoal and colored pencils. Drawing projects will include: figure drawing, facial, contour, shading, perspective and gridding. The Drawing class will participate in "Visualizing Valwood," a Southern Teachers Agency calendar contest and Doodle 4 Google, an international competition sponsored by Google.</p>	<ul style="list-style-type: none"> <li>• Lecture with visuals on art history time line</li> <li>• Artistic problem-solving techniques</li> <li>• Basic drawing and shading skills in pencil using contour, sketch, and kneaded eraser techniques.</li> <li>• Surrealism or other artistic style taught and emulated</li> <li>• Utilization of effective composition</li> <li>• Watercolor or acrylic painting with color theory</li> <li>• Elements of art and principles of design used in creation, collaboration and critique</li> <li>• Colored pencil photo realism or other style taught and emulated</li> <li>• Sketchbook/Journal with visual and written ideas and information</li> <li>• Other traditional and new media explored</li> </ul>
Assessments	Literacy Components
<ul style="list-style-type: none"> <li>• Drawing and painting studio projects in a wide variety of media, techniques and art forms.</li> <li>• Short written and oral critiques of self and other works of art.</li> <li>• Basic understanding and knowledge of art forms and time periods through lecture, media presentations and artist experiences.</li> <li>• Basic understanding of composition and the utilization of the elements of art and the principals of design.</li> <li>• Sketchbook/journal with both written and visual notes of information, cultures, art forms, and influences</li> <li>• Basic skills tests on knowledge covered during course both</li> </ul>	<p><b>Art History:</b> Students will exhibit knowledge of art forms, artists and art history, especially contemporary artists. Students will be introduced to a general overview of Art History for all genres of art. Sources could include: slideshow/lecture, visiting artist, visual information in classroom (posters/books) internet options (you-tube, museum virtual tours) and movies. Students will be asked to reflect on this knowledge (ie; notes in a sketchbook, creation of artwork, written review, etc.). Students will effectively articulate artistic influences in their works of art.</p> <p><b>Literacy:</b> Written report on one artistic style or period not taught containing an introduction, body and conclusion using art vocabulary from the Foundation Glossary word bank. Students will be able to articulate their use of media, tools and techniques to express their visual voice in their works of art.</p> <p><b>21<sup>st</sup> Century graduate:</b> While students gain confidence in their creation of art works and knowledge of art, they will exercise their power to become critical thinkers about art; their own and contemporary and historical works of art. Through exploration of drawing and painting art making experiences, they will invent ways to communicate and idea through a work of art. Through a variety of resources such as: a Visiting Artists workshop, field trips, etc. students expand their repertoire of knowledge of how and why art was/is and created.</p>
Grade Level Expectations	
Standard	Grade Level Expectations (Big Ideas in High School)
1. Observe and Learn to <b>Comprehend</b>	1. Visual art has inherent characteristics and expressive features 2. Historical and cultural context are found in visual art 3. Art and design have purpose and function
2. Envision and Critique to <b>Reflect</b>	1. Reflective strategies are used to understand the creative process 2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes 3. Interpretation is a means for understanding and evaluating works of art
3. Invent and Discover to <b>Create</b>	1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas 2. Assess and produce art with various materials and methods 3. Make judgments from visual messages
4. Relate and Connect to <b>Transfer</b>	1. The work of art scholars impacts how art is viewed today 2. Communication through advanced visual methods is a necessary skill in everyday life 3. Art is a lifelong endeavor

## **1. Observe and Learn to Comprehend**

Use the visual arts to express, communicate, and make meaning. To perceive art involves studying art; scrutinizing and examining art; recognizing, noticing, and seeing art; distinguishing art forms and subtleties; identifying and detecting art; becoming skilled in and gaining knowledge of art; grasping and realizing art; figuring out art; and sensing and feeling art.

### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### **Valwood Graduate Competencies in the Observe and Learn to Comprehend Standard are:**

- Recognize, articulate, and debate that the visual arts are a means for expression
- Make informed critical evaluations of visual and material culture, information, and technologies
- Analyze, interpret, and make meaning of art and design critically using oral and written discourse
- Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

<b>Content Area: Visual Arts - Drawing</b>	
<b>Standard 1: Observe and Learn to Comprehend</b>	
<b>Valwood Graduates:</b> Make informed critical evaluations of visual and material culture, information, and technologies	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 1. Visual art has inherent characteristics and expressive features	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> a. Connect and compare visual art characteristics and expressive features of art and design in cultural contexts; identifying distinguishing features that place a work of art within a particular style, region or period, using an expanded art vocabulary	<b>Inquiry Questions:</b> 1. What are the ways to analyze and discuss works of art; what kind of vocabulary is appropriate? 2. What other ways are there to analyze and discuss works of art beyond the characteristics and expressive features of art and design? 3. Where do artists gather their source for inspiration?
	<b>Relevance and Application:</b> 1. New technologies and media allow for innovative ways to create new rituals with evolutionary characteristics. 2. Visual arts makes connections to a variety of influences in order to communicate an idea
	<b>Nature of Discipline:</b> 1. Artists use close observation to understand objective reality.

## 2. Envision and Critique to Reflect

Articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information. To value art involves visualizing, articulating, and conveying art; thinking about, pondering, and contemplating art; wondering about, assessing, and questioning art concepts and contexts; expressing art; defining the relevance, significance of, and importance of art; and experiencing, interpreting, and justifying the aesthetics of art.

### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### **Valwood Graduate Competencies in the Envision and Critique to Reflect Standard are:**

- Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)
- Recognize, demonstrate, and debate the place of art and design in history and culture
- Use specific criteria to discuss and evaluate works of art
- Critique personal work and the work of others with informed criteria
- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

<b>Content Area: Visual Arts - Drawing</b>	
<b>Standard: 2. Envision and Critique to Reflect</b>	
<b>Valwood Graduates:</b> Critique personal work and the work of others with informed criteria Use specific criteria to discuss and evaluate works of art	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 1. Reflective strategies are used to understand the creative process	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Provide examples of how critique may affect the creation or modification of an existing or new work of art</li> <li>b. Make informed judgments about the relative merits of works of art using observation, description, analysis, interpretation, and evaluation using a body of work or the work of one artist. Emphasis on its meaning and impact on society, symbolism, and visual metaphor.</li> <li>c. Compare and contrast the technical proficiency of artists to communicate ideas, emotions, and information</li> <li>d. Integrate a variety of sources to substantiate their evaluations of works of art.</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. When is art criticism vital, and when is it beside the point?</li> <li>2. To what extent does a work of art depend on the artist's point of view?</li> <li>3. To what extent does a work of art depend on the viewer's point of view?</li> <li>4. To what extent does a body of art work give additional meaning and relevance to the artist's intent?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. The critical process leads to informed judgments regarding the relative merits of works of art.</li> <li>2. The critical process developed through the arts also is found in all other disciplines such as scientific inquiry, mathematical problem-solving, and music and literary critique.</li> <li>3. Fluency in the critical process in art develops an innate ability to investigate and persevere.</li> <li>4. Artists may work independently or collaboratively in a variety of virtual or concrete environments.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Comprehending the intentions of art leads to understanding how meaning is made.</li> </ol>

### **3. Invent and Discover to Create**

Generate works of arts that employ unique ideas, feelings, and values using different media, technologies, styles, and forms of expression. To make art involves creating, inventing, conceiving, formulating, and imagining art; communicating, ascertaining, and learning about art; building, crafting, and generating art; assembling and manufacturing art; discovering, fashioning, and producing art; and causing art to exist.

#### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### **Valwood Graduate Competencies in the Invent and Discover to Create Standard are:**

- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies
- Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

<b>Content Area: Visual Arts - Drawing</b>	
<b>Standard: 3. Invent and Discover to Create</b>	
<b>Valwood Graduates:</b> Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 1. Assess and produce art with various materials and methods	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Use knowledge of art styles, movements and cultures as inspiration to produce works of art.</li> <li>b. Skillfully use a variety of techniques, tools and media to create works of art</li> <li>c. Demonstrate collaboration to create works of art</li> <li>d. Skillfully create and exhibit one's own works of art</li> <li>e. Develop a series or sequence of related works of art.</li> <li>f. Expand use of a sketchbook/journal by adding preliminary and finished drawings, critical writings, and class notes.</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How are the characteristics and expressive features of art and design used to create art?</li> <li>2. How can an artist create works of art through combining, expanding, and sequencing?</li> <li>3. What problem-solving and experimental skills are employed in making works of art?</li> <li>4. How do art styles, movements and cultures influence and enhance works of art?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. The use of current technology as an adjunct to creating art opens the door to creating new works, and discovering lost works of art.</li> <li>2. Visual arts rely on reflective processes to create new and evolved works of art through introspection, collaboration, global connection, experimentation, and research.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. The visual arts serve multiple functions such as enlightenment, education, therapy, and entertainment.</li> </ol>

#### **4. Relate and Connect to Transfer**

Recognize, articulate, and validate the value of the visual arts to lifelong learning and the human experience. To respond to art involves relating to art; connecting to art; personally linking to art; associating with art; bonding to art; moving toward art sensibilities; shifting to art orientations; thinking about art; attaching meaning to art; replying to art; reacting to art; internalizing art; personalizing art; and relating art to culture and diversity.

#### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### **Valwood Graduate Competencies in the Relate and Connect to Transfer Standard are:**

- Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas
- Transfer the value of visual arts to lifelong learning and the human experience
- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas

<b>Content Area: Visual Arts - Drawing</b>	
<b>Standard: 4. Relate and Connect to Transfer</b>	
<b>Valwood Graduates:</b> Transfer the value of visual arts to lifelong learning and the human experience Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 1. Communication through advanced visual methods is a necessary skill in everyday life	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Use sketches, plans, and models to create and/or design a functioning work of art</li> <li>b. Explain how the personal influences shape the creation of functioning art through reflection and analysis.</li> <li>c. The student will support opinions by reasoned processes, using an expanded art vocabulary and aesthetic stances.</li> <li>d. Describe, analyze and interpret the aesthetics of a work of art in a written format (ie; critique)</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why do artists produce preliminary plans?</li> <li>2. How does material culture influence artistic decisions?</li> <li>3. What informs the look of our material culture?</li> <li>4. How does an expanded art vocabulary ensure a more authentic response to a work of art?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Understanding the cultural influences in functional design such as architecture and furniture creates comprehension of trends and patterns in society.</li> <li>2. Knowing the role of artists and designers in creating our built environment and material culture identifies the contemporary societal role that artists possess.</li> <li>3. Shaping our understanding of new media gives us insight to the understanding of material culture.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Artists and designers are important creators of our material culture.</li> <li>2. Cultural traditions influence the creation of material culture.</li> </ol>

<b>Content Area: Visual Arts - Drawing</b>	
<b>Standard: 4. Relate and Connect to Transfer</b>	
<b>Valwood Graduates:</b> Transfer the value of visual arts to lifelong learning and the human experience Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 3. Art is a lifelong endeavor	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Compare and contrast the roles and intentions of artists and designers in historical and contemporary context</li> <li>b. Research the range of careers available to artists such as museum curation, automobile design, gaming design, medical illustration, and photojournalism</li> <li>c. Describe the effects that works of art have on groups, individuals and cultures.</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How and why is art used as a vehicle for communication?</li> <li>2. To what extent does good design integrate form with function?</li> <li>3. How is art used in everyday life? How does art affect everyday life?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Integrating and connecting knowledge and skills in art to other fields of study gives a broader understanding of the roles that artists play in society.</li> <li>2. Using job placement technology to research the range of careers available for personal career development provide insight into the many levels of visual art skills that are valued in today's workforce such as graphic design and software design skills in marketing, forensics, medicine, and video game design.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Artists and designers make important contributions to society.</li> </ol>