

Blackhawk School District

CURRICULUM

Course Title: Drawing I
Course Number: 0917/0927
Grade Level(s): 9-12 Grade
Length of Period: 42 minutes
Length of Course: 18 Weeks (1 semester)
Faculty Author(s): Laura Kahler
Date: 2009-10/revised May '09

In preparing students for a global economy, visual arts education is a vital component to the Blackhawk community. Visual arts foster the development of critical thinking in problem solving, cultural understanding and awareness, and creative experiences and expression for the purpose of cultivating a lifelong appreciation of the arts.

COURSE DESCRIPTION:

Students will be involved in basic drawing skills to develop confidence and strength in their artistic endeavors. This course will be all two-dimensional work in learning to use the basic shapes, textures and shadows in drawing. Students will explore space, shape, and form through gesture, contour, and modeled drawing. Work will be done in various media: pencil, pen and ink, ballpoint pens and charcoal with some use of pastels.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

COURSE OUTLINE	OBJECTIVES (PA standard)	RESOURCES	LESSON REFLECTION (for future revisions)
<p>I. Elements of Design</p> <p>Introduction-Learning to ‘see’ 5 days</p> <p>1. Line 10 days a. contour b. partial peek c. blind contour d. organizational line</p> <p>2. Shape 5-10 days a. geometric b. organic</p> <p>3. Space 5-10 days a. positive b. negative c. foreground/background</p> <p>4. Value 10 days a. Light to dark b. chariscuro c. hatching, stippling</p> <p>5. Form 10 days a. shape to form b. following contours c. smudging, blending</p> <p>6. Texture 10 days a. rubbings b. drawn texture</p>	<p>9.1.8 A Know and use the elements and principles of each art form to create works in the arts and humanities including elements of color, form/shape, line, space, texture, value and principles of balance, contrast, emphasis/focal point, movement/scale, repetition, unity/harmony.</p> <p>9.1.8 B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts including visual arts of paint, draw, craft, sculpt, design for environment, communication, multi-media</p> <p>9.1.8 D Demonstrate knowledge of at least two styles within each art form through exhibition of unique works (formal and informal)</p> <p>9.1.8 E Communicate a unifying theme or point of view through the production of art</p> <p>9.1.8 F Explain works of art through exhibition of students' work based on a study of an artist</p> <p>9.1.8.C Identify and use comprehensive vocabulary in visual art</p> <p>9.1.8 G Explain the benefits of practicing</p> <p>9.1.8 J Incorporate specific uses of traditional (i.e. paint, tools, sponges, etc...) and contemporary (computers, internet, kiln, etc...) technologies within the design for producing and exhibiting works in the arts or the works of others</p> <p>9.1 K / 9.2 A Explain the historical, cultural and social context of an individual work in the arts.</p> <p>9.1.12 H Incorporate the effective and safe use of materials, equipment and tools into the production of works in visual arts at work and in performance spaces.</p> <p>9.1.8 I Know where art events occur when applicable and how to gain admission</p>	<p>Drawing paper Pens Drawing boards Ebony pencils Models Charcoal Pen and ink Blending stumps Erasers</p>	

COURSE OUTLINE	OBJECTIVES (PA standard)	RESOURCES	LESSON REFLECTION (for future revisions)
<p data-bbox="90 164 474 191">II. Perspective 10 days</p> <p data-bbox="138 228 443 310">a. One point perspective b. Two point perspective c. Atmospheric</p> <p data-bbox="90 375 474 402">III. Life Drawing 10 days</p> <p data-bbox="138 440 331 521">a. Intro to color b. colored pencil c. pastel</p>	<p data-bbox="499 164 1188 220"><i>9.2 B and C Relate works in the arts (such as styles and genre) to historical events or time periods, when applicable</i></p> <p data-bbox="499 253 1188 310"><i>9.2 D / E Analyze a work of art and its impact from its historical and cultural perspective, when applicable</i></p> <p data-bbox="499 342 1188 399"><i>9.2 F Know and apply appropriate vocabulary used between art and the other curricular areas.</i></p> <p data-bbox="499 431 1062 459"><i>9.2 G Relate works in the arts to geographic regions</i></p> <p data-bbox="499 492 1188 548"><i>9.2 H Identify describe and analyze the work of Pennsylvania artists.</i></p> <p data-bbox="499 581 1188 638"><i>9.2 I Identify, explain and analyze philosophical beliefs as they relate to works in art</i></p> <p data-bbox="499 670 1188 727"><i>9.2 J / K Identify, explain, and/or analyze historical and cultural differences and traditions</i></p> <p data-bbox="499 760 1188 816"><i>9.4.5 D Recognize and/or explain that choices made by an artist regarding subject matter and themes communicate ideas through works of art</i></p> <p data-bbox="499 849 1188 906"><i>9.4.8 A Compare and contrast examples of group or individual philosophical meanings or a work of art</i></p> <p data-bbox="499 938 1188 995"><i>9.4.8 B Compare and contrast informed individual opinions about the meaning of works of art</i></p> <p data-bbox="499 1027 1188 1084"><i>9.3 A –G Identify and/or analyze art work using the critical process of examination (i.e. compare and contrast, analyze, interpret, evaluate and form judgments) including:</i></p> <ul style="list-style-type: none"> <li data-bbox="499 1084 1188 1112"><i>• Characteristics, Themes, Forms, Techniques, and Style</i> <li data-bbox="499 1112 1188 1140"><i>• Appropriate vocabulary</i> <li data-bbox="499 1140 1188 1167"><i>• Critical analysis (contextual, formal, and intuitive)</i> 	<p data-bbox="1318 164 1413 220">Rulers T-squares</p> <p data-bbox="1339 375 1392 402">pastels</p>	