

# 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><b>I. Elements of Design</b></p> <p><b>Introduction-Learning to ‘see’</b> 5 days</p> <p><b>1. Line</b> 10 days  a. contour  b. partial peek  c. blind contour  d. organizational line</p> <p><b>2. Shape</b> 5-10 days  a. geometric  b. organic</p> <p><b>3. Space</b> 5-10 days  a. positive  b. negative  c. foreground/background</p> <p><b>4. Value</b> 10 days  a. Light to dark  b. chariscuro  c. hatching, stippling</p> <p><b>5. Form</b> 10 days  a. shape to form  b. following contours  c. smudging, blending</p> <p><b>6. Texture</b> 10 days  a. rubbings  b. drawn texture</p>	<p><i>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.</i></p> <p><i>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</i></p> <p><i>9.1.8 D Demonstrate knowledge of at least two styles within each art form through exhibition of unique works (formal and informal)</i></p> <p><i>9.1.8 E Communicate a unifying theme or point of view through the production of art</i></p> <p><i>9.1.8 F Explain works of art through exhibition of students' work based on a study of an artist</i></p> <p><i>9.1.8.C Identify and use comprehensive vocabulary in visual art</i></p> <p><i>9.1.8 G Explain the benefits of practicing</i></p> <p><i>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</i></p> <p><i>9.1 K / 9.2 A Explain the historical, cultural and social context of an individual work in the arts.</i></p> <p><i>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.</i></p> <p><i>9.1.8 I Know where art events occur when applicable and how to gain admission</i></p>	<p>Drawing paper  Pens  Drawing boards  Ebony pencils  Models  Charcoal  Pen and ink  Blending stumps  Erasers</p>	

