

Drawing and Painting

Instructor: Room 124
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Prerequisite: Art Foundations

Students will further explore color theory, composition, and style to improve both drawing and painting skills. In creating original works of art to cover a variety of topics and themes, students will utilize various drawing and painting mediums such as: pencil, charcoal, pen and ink, oil pastel, chalk pastel, watercolor, acrylic painting, and mixed media. Students will self-reflect and self-evaluate their work. Artworks will be maintained through the use of a portfolio in both physical and digital format.

Graduation Standards

A | Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes

B | Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

C | Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

D | Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

E | Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

Unit 1 Elements & Principles and Types of Lines Review

Summary Students will review the elements of art and principles of design through hands on activities and games. Students will review the 6 types of lines through drawing prompts and art criticism of works.

Performance Indicators Assessed in Unit Students evaluate all the features of composition.
 a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value. (VPA A2a)
 b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. (VPA A2b)

Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy. (VPA D1a)

Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)

Unit 1a Portfolios (Course Long)

Summary Students will maintain a digital and physical portfolio of their work throughout this course. In addition to the artwork itself, students will document the creative

	<p>process for each unit. This includes writing an artist statement for each work OR writing an artist statement that conveys the artistic vision demonstrated throughout a body of work. Students will set goals for time management and work towards those goals using class time and/or additional time.</p>
<p>Performance Indicators Assessed in Unit</p>	<p>Students create a body of original artwork. (VPA B3)</p> <p>Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (VPA B4)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (VPA E3)</p> <p>Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (VPA E4)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
<p>Unit 2</p>	<p>Pen and Ink</p>
<p>Summary</p>	<p>Students will practice a variety of techniques using pen and ink including hatching, cross hatching, stippling, and scumbling. We will create an original artwork that demonstrates value and texture using pen and ink. Students will reflect on their creative process and participate in a peer critique.</p>
<p>Performance Indicators Assessed in Unit</p>	<p>Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (VPA A3)</p> <p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p> <p>Students create a body of original artwork. (VPA B3)</p> <p>Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a)</p> <p>Demonstrate knowledge of visual art concepts. (VPA B3b)</p> <p>Communicate a variety of ideas, feelings, and meanings. (VPA B3c)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p>

	<p>Students analyze and evaluate art forms. (D1)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
Unit 3	Charcoal
Summary	Students will explore the relationship between light and shadow to create the effect of chiaroscuro using charcoal. Processes will include additive and subtractive charcoal. We will create an original artwork or series of artworks that demonstrate contrast using charcoal. Students will reflect on their creative process and participate in a peer critique.
Performance Indicators Assessed in Unit	<p>Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (VPA A3)</p> <p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p> <p>Students create a body of original artwork. (VPA B3)</p> <p>Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a)</p> <p>Demonstrate knowledge of visual art concepts. (VPA B3b)</p> <p>Communicate a variety of ideas, feelings, and meanings. (VPA B3c)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students analyze and evaluate art forms. (D1)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
Unit 4	Dry (Chalk) Pastel and Oil Pastel
Summary	Students will learn to use blending, feathering, cross-hatching, scumbling, stippling, sgraffito and other techniques to create value and texture with color. We will create an original artwork or series of artworks that demonstrate contrast using pastels. Students will reflect on their creative process and participate in a peer critique.
Performance Indicators Assessed in Unit	Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (VPA A3)

	<p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p> <p>Students create a body of original artwork. (VPA B3) Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a) Demonstrate knowledge of visual art concepts. (VPA B3b) Communicate a variety of ideas, feelings, and meanings. (VPA B3c)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students analyze and evaluate art forms. (D1)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
Unit 5	Mixed Media Collage
Summary	Students will choose materials and techniques to create a collage that communicates a theme. Students will reflect on their creative process and participate in a peer critique.
Performance Indicators Assessed in Unit	<p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p> <p>Students create a body of original artwork. (VPA B3) Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a) Demonstrate knowledge of visual art concepts. (VPA B3b) Communicate a variety of ideas, feelings, and meanings. (VPA B3c)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students analyze and evaluate art forms. (D1)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
Unit 7	Underpainting and Mixing Tints/Shades/Tones

Summary	Students will learn about underpainting and create a painting that utilizes this technique. We will also review how to mix tints, shades and tones using the color wheel and neutrals white and black. We will analyze paintings for artists' use of underpainting and how this affects the mood of the works. Students will reflect on their creative process and participate in a peer critique.
Performance Indicators Assessed in Unit	<p>Students research and explain how art and artists reflect and influence culture and periods of time. (VPA A1)</p> <p>Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (VPA A3)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p> <p>Students create a body of original artwork. (VPA B3)</p> <p>Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a)</p> <p>Demonstrate knowledge of visual art concepts. (VPA B3b)</p> <p>Communicate a variety of ideas, feelings, and meanings. (VPA B3c)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students analyze and evaluate art forms. (D1)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
Additional Units May Include	Scratch-Art Drawings Landscape Techniques Portrait Techniques Painting Styles (Realism, Impressionism, Pointillism, Abstract Expressionism, etc.) Watercolor Coffee Painting Murals

Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.