

BD Course Guide

Course Description: Drawing: Exploration; Students will explore a variety of techniques and mediums in drawing. This course includes introductory, advanced, and independent drawing skills and techniques. The course is designed to meet the student where they are at skillswise and challenge the student to expand their knowledge, artistic style, and skill in drawing. Students will learn the importance of creating original works of art. Students will learn techniques that artists are applying to their work through a wide variety of content and media. Art Journals are maintained throughout the year.

Adopted Course Primary Resource	Supplementary Resources
NA	NA

Standards Addressed In The Course (Note Essential Standards)		
Creating: Essential standard: Students will independently use their learning to conceive and develop new artistic ideas and work.	Anchor Standard #1.	Generate and conceptualize artistic ideas and work (Investigate, Plan, Make)
	Anchor Standard #2.	Organize and develop artistic ideas and work (Investigate)
	Anchor Standard #3	Refine and complete artistic work (Reflect, Refine, Continue)
Presenting/Producing: Essential Standard: Students will independently use their learning to realize, interpret, share, and present artistic ideas and work.	Anchor Standard #4	Analyze, interpret, and select artistic work for presentation (Select)
	Anchor Standard #5	Develop and refine artistic work for presentation (Analyze)
	Anchor Standard #6	Convey meaning through the presentation of artistic work (Share)
Responding: Essential Standard: Students will independently use their learning to understand and evaluate how the arts convey meaning.	Anchor Standard #7	Perceive and analyze artistic work (Perceive)
	Anchor Standard #8	Interpret intent and meaning in artistic work (Analyze)

	Anchor Standard #9	Apply criteria to evaluate artistic work (Interpret)
Connecting: Essential Standard: Students will independently use their learning to relate artistic ideas and work with personal meaning and external context.	Anchor Standard #10	Synthesize and relate knowledge and personal experiences to make art (Synthesize)
	Anchor Standard #11	Relate artistic ideas and works with societal, cultural and historical context to deepen understanding (Relate)

Units of Study (Sequenced)	Standards Associated	Key Learning Targets & Essential Vocabulary	Essential Question(s)	Common Assessment	Pacing
		Key Learning Targets: Vocabulary:			__ Days/ Weeks
The Base	A.A.Cr.10.h: Investigate, A.A.Cr.11.h: Plan A.A.Cr.12.h: Make A.A.Pr.10.h: Develop Meaning A.A.Pr.11.h: Communicate A.A.R.17.h: Analyze A.A.R.18.h: Interpret A.A.R.19.h: Inquire A.A.R.20.h: Evaluate A.A.Cn.10.h: Interdisciplinary A.A.Cn.12.h: Cultural, Social, and Historical Awareness	*Students will learn the elements and principles of art through exploration and reflection. *Students will develop community through team building activities. *Students will critique and talk about their own work and the art of others. Vocabulary: community, art elements, art principles, line, shape, color, form, texture, value, space, balance, unity, emphasis, movement, pattern, proportion, variety, grid drawing, critique	* What conditions, attitudes, and behaviors support creativity and innovative thinking? * How does collaboration expand the creative process? * How do artists work? *How do artists and designers learn from trial and error? *How do artists and designers care for and maintain materials, tools, and equipment? *What responsibilities come with the freedom to create? *How do artists and designers create works of art or design that effectively communicate? *What role does persistence play in revising, refining, and developing work? * How do life experiences influence the way you relate to art? *What is the value of engaging in the process of art criticism? *How does one determine	Project rubric	6 weeks

			criteria to evaluate a work of art? *How is art used to impact the views of a society?		
Objects	A.A.Cr.10.h: Investigate A.A.Cr.11.h: Plan A.A.Cr.12.h: Make A.A.Pr.10.h: Develop Meaning A.A.Pr.11.h: Communicate A.A.Pr.12.h: Share A.A.R.16.h: Describe A.A.R.17.h: Analyze A.A.R.18.h: Interpret A.A.R.19.h: Inquire A.A.R.20.h: Evaluate A.A.Cn.10.h: Interdisciplinary A.A.Cn.11.h: Career Connections A.A.Cn.12.h: Cultural, Social, and Historical Awareness	*Students will gain hand/eye coordination through drawing from observation. *Students will build composition skills through a wide variety of methods. *Students will explore value through black/white/neutral paper and charcoal. *Students will use geometric shape to explore composition. *Students will explore unique content and how it relates/fits in shapes. * Students will develop skills in creating unique characters. *Students will work on composition and integration of layers of images and materials together in a larger image. *Students will create art that has meaning to them. Composition, Shape, Space, Balance, Emphasis, Unity, Pattern, Proportion, Value, Creativity	*What factors prevent or encourage people to take creative risks? *Why do artists follow or break from established traditions? *How do artists and designers determine whether a particular direction in their work is effective? *What responsibilities come with the freedom to create? *How do artists and designers create works of art or design that effectively communicate? *How do artists grow and become accomplished in art forms? *What criteria, methods, and processes are used to select work for preservation or presentation? *How does refining artwork affect its meaning to the viewer? *How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? *How do life experiences influence the way you relate to art? *How does knowing and using visual art vocabularies help us understand and interpret works of art?	Project rubric	6 weeks

			*How and why might criteria vary? *How does engaging in creating art enrich people's lives? *How is art used to impact the views of a society?		
Portraits	A.A.Cr.10.h: Investigate A.A.Cr.11.h: Plan A.A.Cr.12.h: Make A.A.Pr.10.h: Develop Meaning A.A.Pr.12.h: Share A.A.R.16.h: Describe A.A.R.17.h: Analyze A.A.R.18.h: Interpret A.A.R.19.h: Inquire A.A.R.20.h: Evaluate A.A.Cn.10.h: Interdisciplinary A.A.Cn.11.h: Career Connections	*Students will use a wide variety of techniques to create multiple portraits *Students will create a self portrait that explores an aspect of their lives. *Students will create a unique composition that shows emphasis by incorporating multiple angles into a portrait. *Students will explore the brainstorming process to come up with their best composition. Composition, micro, gesture, portrait, emphasis	*What factors prevent or encourage people to take creative risks? *How do artists determine what resources and criteria are needed to formulate artistic investigations? *How do artists and designers learn from trial and error? *How do artists and designers create works of art or design that effectively communicate? *What role does persistence play in revising, refining, and developing work? *How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs and experiences? *What can we learn from our responses to art? *Where and how do we encounter images in our world? *How is a personal preference different from an evaluation? *How is art used to impact the views of a society?	Project rubric	8 weeks
Perception	A.A.Cr.10.h: Investigate A.A.Cr.11.h: Plan	*Students will create artwork that reflects a view of the world. *Students will create macro images and	*How do artists and designers determine whether a particular	Project Rubric	7 weeks

	A.A.Cr.12.h: Make A.A.Pr.10.h: Develop Meaning A.A.Pr.11.h: Communicate A.A.Pr.12.h: Share A.A.R.16.h: Describe A.A.R.17.h: Analyze A.A.R.18.h: Interpret A.A.R.19.h: Inquire A.A.R.20.h: Evaluate A.A.Cn.12.h: Cultural, Social, and Historical Awareness	different viewpoints to show perspective. *Students will relate their artwork to the world around them. *Students will attempt to influence their viewing audience based on their artwork created. Perspective, foreshortening, forced perspective, macro, micro	direction in their work is effective? *How do objects, places, and design shape lives and communities? *What is the value of engaging in the process of art criticism? *How can the viewer “read” a work of art as text? *How does making art attune people to their surroundings? *How is art used to impact the views of a society?		
Places	A.A.Cr.10.h: Investigate A.A.Cr.12.h: Make	*Students will create from observation a variety of landscape perspectives. *Students will explore how to create abstract work based on reference. *Students will use a variety of material to create landscape from real life. Perspective, aesthetics, scale, emphasis	*How do artists work? *How do artists and designers determine whether a particular direction is effective? *What conditions, attitudes, and behaviors support creativity and innovative thinking?	Project Rubric	5 weeks
The Creative Process	A.A.Cr.10.h: Investigate A.A.Cr.11.h: Plan A.A.Cr.12.h: Make A.A.Pr.10.h: Develop Meaning A.A.Pr.11.h: Communicate A.A.Pr.12.h: Share A.A.R.19.h: Inquire A.A.R.20.h: Evaluate A.A.Cn.10.h: Interdisciplinary	*Students will curate a body of work that represents their aesthetic. *Students will organize a body of work into a digital portfolio. *Students will explore different ways to create images using a variety of methods. *Students will edit their work to determine strength or their own personal aesthetic. *Students will reflect on their body of work through the creation of an artist statement. Aesthetics, curate, criteria, revision	*What conditions, attitudes, and behaviors support creativity and innovative thinking? *Why do artists follow or break from established traditions *How do artists work? *How do artists and designers learn from trial and error? *What responsibilities come with the freedom to create? *How do artists and designers create works of art or design that effectively communicate? *What role does persistence	Portfolio Rubric	ongoing

			play in revising, refining and developing work? *What criteria, methods, and processes are used to select work for preservation or presentation? *How does refining artwork affect its meaning to the viewer? *What criteria are considered when selecting work for presentation, a portfolio, or a collection? *What can we learn from our responses to art? *How do images influence our view of the world? *How is a personal preference different from an evaluation? *How does engaging in creating art enrich people's lives? *How does art preserve aspects of life?		
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