



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

DRAWING AND WATERCOLOR

Grades 10, 11, and 12

2.5 credits

ABSTRACT

Drawing and Watercolor provides the student with an intensive study of drawing as well as the development of technical skill with watercolor. The student will be presented with a variety of methods and will explore a variety of media in drawing including pencil, colored pencil, charcoal and marker. Instruction will further develop drawing skills and techniques needed to become better at drawing. Some of these techniques include observational, figure, still life, portraiture, and technical applications. The development of watercolor skills such as understanding the use of color, applications of techniques and the use of media with watercolor will be addressed. The emphasis of the course will be strengthening the student's ability to "see" and therefore, draw and paint accurately along with his/her handling of the drawing/watercolor materials.

UNIT #: <i>Unit Title</i> Number of Days	UNIT 1: <i>Drawing:</i> <i>Line, Value, Form, Emphasis,</i> <i>Balance</i> <i>(Proficient & Accomplished)</i> 60 days	UNIT 2: <i>Watercolor:</i> <i>Color, Texture, Space,</i> <i>Pattern, Contrast</i> 60 days	UNIT 3: <i>Mixed Media:</i> <i>Shape, Rhythm, Unity,</i> <i>Movement</i> 60 days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS)</i>	Visual & Performing Arts 1.5.12prof.Cr1a 1.5.12prof.Cr1b 1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12adv.Cr1a 1.5.12adv.Cr1b 1.5.12prof.Cr2a 1.5.12prof.Cr2b 1.5.12prof.Cr2c 1.5.12acc.Cr2a 1.5.12acc.Cr2b 1.5.12acc.Cr2c 1.5.12adv.Cr2a 1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12prof.Cr3a 1.5.12acc.Cr3a 1.5.12adv.Cr3a 1.5.12prof.Pr4a	Visual & Performing Arts 1.5.12prof.Cr1a 1.5.12prof.Cr1b 1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12adv.Cr1a 1.5.12adv.Cr1b 1.5.12prof.Cr2a 1.5.12prof.Cr2b 1.5.12prof.Cr2c 1.5.12acc.Cr2a 1.5.12acc.Cr2b 1.5.12acc.Cr2c 1.5.12adv.Cr2a 1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12prof.Cr3a 1.5.12acc.Cr3a 1.5.12adv.Cr3a 1.5.12prof.Pr4a	Visual & Performing Arts 1.5.12prof.Cr1a 1.5.12prof.Cr1b 1.5.12acc.Cr1a 1.5.12acc.Cr1b 1.5.12adv.Cr1a 1.5.12adv.Cr1b 1.5.12prof.Cr2a 1.5.12prof.Cr2b 1.5.12prof.Cr2c 1.5.12acc.Cr2a 1.5.12acc.Cr2b 1.5.12acc.Cr2c 1.5.12adv.Cr2a 1.5.12adv.Cr2b 1.5.12adv.Cr2c 1.5.12prof.Cr3a 1.5.12acc.Cr3a 1.5.12adv.Cr3a 1.5.12prof.Pr4a

	1.5.12acc.Pr4a 1.5.12adv.Pr4a 1.5.12prof.Pr5a 1.5.12acc.Pr5a 1.5.12adv.Pr5a 1.5.12prof.Pr6a 1.5.12acc.Pr6a 1.5.12adv.Pr6a Media Arts 1.2.12prof.Cr1a 1.2.12acc.Cr1a 1.2.12adv.Cr1a 1.2.12prof.Cr1b 1.2.12acc.Cr1b 1.2.12adv.Cr1b 1.2.12prof.Cr1c 1.2.12acc.Cr1c 1.2.12adv.Cr1c 1.2.12prof.Cr1d 1.2.12acc.Cr1d 1.2.12prof.Cr2a 1.2.12acc.Cr2a 1.2.12adv.Cr2a 1.2.12prof.Cr2b 1.2.12acc.Cr2b 1.2.12adv.Cr2b 1.2.12prof.Cr2c 1.2.12acc.Cr2c 1.2.12prof.Cr3a	1.5.12acc.Pr4a 1.5.12adv.Pr4 Media Arts 1.2.12prof.Cr3a 1.2.12acc.Cr3a 1.2.12adv.Cr3a 1.2.12prof.Cr3b 1.2.12acc.Cr3b 1.2.12adv.Cr3b 1.2.12prof.Pr4a 1.2.12acc.Pr4a 1.2.12adv.Pr4a 1.2.12prof.Pr5a 1.2.12acc.Pr5a 1.2.12adv.Pr5a 1.2.12prof.Pr5b 1.2.12acc.Pr5b 1.2.12adv.Pr5b 1.2.12prof.Pr5c 1.2.12acc.Pr5c 1.2.12adv.Pr5b Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, Key Skills 9.4.12.CI.1	1.5.12acc.Pr4a 1.5.12adv.Pr4 Media Arts 1.2.12prof.Cr1a 1.2.12acc.Cr1a 1.2.12adv.Cr1a 1.2.12prof.Cr1b 1.2.12acc.Cr1b 1.2.12adv.Cr1b 1.2.12prof.Cr1c 1.2.12acc.Cr1c 1.2.12adv.Cr1c 1.2.12prof.Cr1d 1.2.12acc.Cr1d 1.2.12adv.Cr1d 1.2.12prof.Cr2a 1.2.12acc.Cr2a 1.2.12adv.Cr2a 1.2.12prof.Cr2b 1.2.12acc.Cr2b 1.2.12adv.Cr2b 1.2.12prof.Cr2c 1.2.12acc.Cr2c 1.2.12prof.Cr3a 1.2.12acc.Cr3a 1.2.12adv.Cr3a Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2
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	1.2.12acc.Cr3a 1.2.12adv.Cr3a 1.2.12prof.Cr3b 1.2.12acc.Cr3b 1.2.12adv.Cr3b 1.2.12prof.Pr5a 1.2.12acc.Pr5a 1.2.12adv.Pr5a 1.2.12prof.Pr5b 1.2.12acc.Pr5b 1.2.12adv.Pr5b 1.2.12prof.Pr5c 1.2.12acc.Pr5c 1.2.12adv.Pr5c 1.2.12prof.Re7b 1.2.12acc.Re7b 1.2.12adv.Re7b 1.2.12prof.Cn10a 1.2.12acc.Cn10a 1.2.12adv.Cn10a 1.2.12prof.Cn10b 1.2.12acc.Cn10b 1.2.12adv.Cn10b Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1	9.4.12.CI.3 9.4.12.CT.1	8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.1
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	Career Readiness, Life Literacies, Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.1		
ENDURING UNDERSTANDINGS:	Drawing is an ability used to	Students will see how artists past	Students will understand that art is a

<i>(Students will understand that . . .)</i>	interpret how individuals see the visual world. Observe the existence and variety of lines. Define line as it relates to dimension, cross-hatching, contour, gestural, variation and expressive qualities. Define and apply various tonal values. Define and execute forms, shapes, depth, value and emphasis to the point of view in works of art. Explain how size, contour, value, texture, and position may affect balance. Use emphasis to create a focal point. Explain how balance conveys the	and present have found individual painting solutions that reflect history, culture, ideas, and the human condition. Investigate how the human eye interprets color. Discuss the emotional and visual significance of the use of color. Identify the properties of color, color schemes, and the colors of the spectrum. Assess the relationship between realistic and abstract art. Recognize the expressive qualities of color that artists use to create meaning in their artwork. Execute and identify different ways color may be distinguished and organized.	language that can communicate ideas, moods, feelings, and perceptions of the world around them, and that drawing/painting is an expressive dialect of that language. Describe how variety within a single work of art may achieve harmony and unity. Recognize how rhythm creates movement within a work of art. Distinguish the difference between form and shape. Employ various points of view and perspectives in the creation of an original work of art. Apply the use of balance, color, and shape to create an original watercolor painting. Students will recognize themselves as

	artist's message. Students will recognize themselves as artists capable of creating and evaluating art.	Discuss how artists use texture, space, pattern and contrast effectively in a painting. Students will recognize themselves as artists capable of creating and evaluating art.	artists capable of creating and evaluating art.
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	1. What are the purposes of drawing? 2. How does art/drawing impact our lives, society, and our understanding of culture? 3. How can you use drawing media to express yourself? 4. How would you use value to depict a 3-dimensional form?	1. What are the purposes of painting? 2. What can we learn from looking at and studying paintings? (History, Culture, Ideas, Humanity) 3 How would an artist combine the elements in order to create harmony in a work of art? 4. How can color express emotion?	1. With variety is there unity? 2. How is an artist able to capture movement in their artwork? 3. How do the elements and principles combine to create harmony in a work of art? 4. How does art shape our culture? 5. How can the application of mixed media be an important element to

	5. Why is line, shape, value and form essential in the development of a drawing? 6. What would the world look like without value? 7. Why is it important to reflect on the drawing process?	5. How is painting a sensory activity? 6. In what ways does space influence the creation of two- and three-dimensional forms? 7. How does watercolor differ from the other painting mediums?	success in a work of art?

STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understanding?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	1. Students will understand how the elements/principles of design are used in drawing. 2. Students will know how to select subject matter and develop conceptual ideas in order to solve a drawing problem. 2. Assimilate information about line, texture, value and gradation in studio and sketchbook assignments. 3. Time on task, oral response on facts and techniques learned, class critique, use of art vocabulary, teacher assessment of final work.	1. Students will be introduced to new techniques, exercises and terminology in watercolor painting. 2. Students will apply the elements/principles to develop a series of both realistic and abstract watercolor paintings. 3. Time on task, oral response on facts and techniques learned, class critique, use of art vocabulary, teacher assessment of final work. 4. Completion of project, good work habits, proper use of materials, being prepared in class.	1. Students will be introduced to a variety of mediums and the effectiveness of combined uses in both drawing and watercolors. 2. Students will be introduced to many new techniques and encouraged to be creative and invent new applications. 3. Students will learn and understand that art comes from experience and will create art through their own experiences. 4. Students will create 2-dimensional art using alternative styles, a variety of mediums and methods from what they are comfortable using.
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	4. Completion of project, good work habits, proper use of materials, being prepared in class. 5. Students will understand how to discuss and critique a drawing using visual vocabulary. 6. Project rubrics will be utilized for each created piece.	5. Students will be exposed to constant critique and see their own works of art improve through teacher and peer recommendations. 6. Project rubrics will be utilized for each created piece.	5. Students will explore the many opportunities available. 6. Students will collaborate and assess to identify harmony in peer artwork. 7. Completion of project, good work habits, proper use of materials, being prepared in class. 8. Project rubrics will be utilized for each created piece. 9. Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i>	• Do Now • Warm-up activities • Exploratory activities • Class discussions • Student participation • Homework • Critiques	• Do Now • Warm-up activities • Exploratory activities • Class discussions • Student participation • Homework • Critiques	• Do Now • Warm-up activities • Exploratory activities • Class discussions • Student participation • Homework • Critiques

<i>(How will students self-assess their learning?)</i>	• Teacher critique • Artist's work	• Teacher critique • Artist's work	• Teacher critique • Artist's work
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	- Group and individual assignments - Sketchbooks	- Group and individual assignments - Sketchbooks	- Group and individual assignments - Sketchbooks	
RESOURCES:	- NCCAS www.nationalartsstandards.org - Rubrics - Reference books - Reproductions - Computers - Internet - Wireless laptop computers	- NCCAS www.nationalartsstandards.org - Rubrics - Reference books - Reproductions - Computers - Internet - Wireless laptop computers	- NCCAS www.nationalartsstandards.org - Rubrics - Reference books - Reproductions - Computers - Internet - Wireless laptop computers	
STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i>				
SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	- Teacher demos. - Students will create a value scale and apply tonal values to a still life rendering. - Students will apply information about line, value, and gradation throughout effective detailed observational drawings in	- Teacher demos. - Students will practice various assigned watercolor painting techniques through experimentation. - Students will learn how to paint dark to lights and textural effects.	- Teacher demos. - Students will incorporate watercolor and pen/ink in a realistic painting. - Students will experiment with various new techniques and be encouraged to be creative and invent new applications.	

	- pencil. - Define and execute 2-dimensional forms, shapes, depth, value and point of view in pencil, graphite pencil, charcoal and colored pencil. - Assimilate information about line, texture, value and gradation in studio and sketchbook assignments.	- Students will use chosen photographs as reference for various compositions and creative brainstorming to apply in a series of detailed paintings using both the wet wash and dry brush techniques. - Students will apply practiced watercolor techniques to painting assignments. - Students will apply the elements/principles to develop various realistic and abstract watercolor paintings of choice.	- Students will use new skills and hone previously learned skills through use of mixed media to create artwork. - Students will know how to use a variety of drawing and watercolor painting materials, methods, and techniques to create art.
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this</i>	- Open-ended writing responses - Art exploratory activities - Conclusions and analysis of exploratory activities - Current events Cross-Curricular English Language Arts: SL.9-10.4, SL.11-12.4, L.9-10.3.A, L.11-12.3.A, RST.9-10.7, RST.11-12.7, W.9-10.2.A-F, W.11-12.2.A-F, WHST.9-10.6, WHST.11-12.6 Social Studies: 6.2.12.D.4.k, 6.1.12.D.3.e, 6.1.12.D.8.b Math: G-MG.A.2 Science: HS-ESS3-6	- Open-ended writing responses - Art exploratory activities - Conclusions and analysis of exploratory activities - Current events Cross-Curricular English Language Arts: SL.9-10.4, SL.11-12.4, L.9-10.3.A, L.11-12.3.A, RST.9-10.7, RST.11-12.7, W.9-10.2.A-F, W.11-12.2.A-F, WHST.9-10.6, WHST.11-12.6 Social Studies: 6.2.12.D.4.k, 6.1.12.D.3.e, 6.1.12.D.8.b Math: G-MG.A.2 Science: HS-ESS3-6	- Open-ended writing responses - Art exploratory activities - Conclusions and analysis of exploratory activities - Current events Cross-Curricular English Language Arts: SL.9-10.4, SL.11-12.4, L.9-10.3.A, L.11-12.3.A, RST.9-10.7, RST.11-12.7, W.9-10.2.A-F, W.11-12.2.A-F, WHST.9-10.6, WHST.11-12.6 Social Studies: 6.2.12.D.4.k, 6.1.12.D.3.e, 6.1.12.D.8.b Math: G-MG.A.2 Science: HS-ESS3-6

<i>unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	• Tiered Lessons • Flexible Grouping • Learning style adaption • R.A.F.T. • Project Based learning • Multimedia presentations • Internet • Wireless laptop computers • Applicable career options are discussed as they arise throughout the art course. Career options include, but are not limited to art educators, fine artists, animators, architects, graphic designers, illustrators, interior designers, museum curators, photographers, etc. DIFFERENTIATION • When possible, the iPad/chromebook/ technology should be used to aid students in areas related to art or to research other subjects used in art making. <u>Special Education/504:</u> • Modifications as dictated in IEP/504 plan • Collaboration with Child Study Team and/or parent • Preferential seating	• Tiered Lessons • Flexible Grouping • Learning style adaption • R.A.F.T. • Project Based learning • Multimedia presentations • Internet • Wireless laptop computers • Applicable career options are discussed as they arise throughout the art course. Career options include, but are not limited to art educators, fine artists, animators, architects, graphic designers, illustrators, interior designers, museum curators, photographers, etc. DIFFERENTIATION • When possible, the iPad/chromebook/ technology should be used to aid students in areas related to art or to research other subjects used in art making. <u>Special Education/504:</u> • Modifications as dictated in IEP/504 plan • Collaboration with Child Study Team and/or parent • Preferential seating	• Tiered Lessons • Flexible Grouping • Learning style adaption • R.A.F.T. • Project Based learning • Multimedia presentations • Internet • Wireless laptop computers • Applicable career options are discussed as they arise throughout the art course.. Career options include, but are not limited to art educators, fine artists, animators, architects, graphic designers, illustrators, interior designers, museum curators, photographers, etc. DIFFERENTIATION • When possible, the iPad/chromebook/ technology should be used to aid students in areas related to art or to research other subjects used in art making. <u>Special Education/504:</u> • Modifications as dictated in IEP/504 plan • Collaboration with Child Study Team and/or parent • Preferential seating

	• Collaborative grouping • Break drawing projects down into smaller steps as necessary <u>English Language Learners:</u> • Cooperative Grouping • Extended Time • Visual Referencing • Provide students with a bilingual glossary of terms necessary for the study of drawing <u>At-Risk Students:</u> • Parent Communication • Cooperative Grouping • Positive Reinforcement • Prompts • Encourage students to create drawing projects that are personally meaningful <u>Gifted and Talented Students:</u> • Abstract and advanced higher level thinking drawing projects • Allowance for individual student interest in creating their own drawing assignments • Complex, in-depth drawing techniques • Variety in types of resources and drawing media	• Collaborative grouping • Provide students with models of watercolor at varied levels of complexity <u>English Language Learners:</u> • Cooperative Grouping • Extended Time • Visual Referencing • Provide students with a bilingual glossary of terms necessary for the study of watercolor <u>At-Risk Students:</u> • Parent Communication • Cooperative Grouping • Positive Reinforcement • Prompts • Encourage students to create watercolor that are personally meaningful <u>Gifted and Talented Students:</u> • Abstract and advanced higher level thinking watercolor projects • Allowance for individual student interest in creating their own drawing assignments • Complex, in-depth drawing techniques • Variety in types of resources and drawing media	• Collaborative grouping • Provide additional guidance towards tools for use in mixed media projects <u>English Language Learners:</u> • Cooperative Grouping • Extended Time • Visual Referencing • Provide students with culturally responsive models and exemplars of mixed media projects <u>At-Risk Students:</u> • Parent Communication • Cooperative Grouping • Positive Reinforcement • Prompts • Allow students flexibility with due dates concerning steps of their mixed media project <u>Gifted and Talented Students:</u> • Abstract and advanced higher level thinking mixed media projects • Allowance for individual student interest in creating their own drawing assignments • Complex, in-depth drawing techniques • Variety in types of resources and drawing media
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***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.