

Drawing & Painting Curriculum Map

TOPIC & MONTH	CONTENT	SKILLS	ASSESSMENT	NOTES
<u>September</u> Review E's&P's Intro Art appreciation, analysis	<ul style="list-style-type: none"> • 7 days, 7 elements • Art critique / analysis through art history brief overview • Draw JCS from observation (outside) 	<ul style="list-style-type: none"> • Students will review E's & P's through 7 small artworks, demonstrating line, shape, color, form, value, texture, space • Students will participate in analysis of slides showing overview of art history, using a packet to help guide discussion of art appreciation. 	<ul style="list-style-type: none"> • Graded homework assignments to support E's&P's • Group critiques • Frequent feedback from teacher as working • Completed artworks with rubric for self-assessment • Rubric also used for teacher feedback • Resubmission for continued improvement 	<ul style="list-style-type: none"> •
	STANDARDS: <ul style="list-style-type: none"> • Cr1.1.HSI, Cr1.1.HSII, Cr1.2.HSI, Cr2..HSI, Cr2.2a.HSI, Cr2.3.HSI, Cr3.1.HSI, Cr3.1.HSII • Pr4.1.HSI, Pr4.1.HSII, Pr5.1.HSI, Pr6.1.HSI, Pr6.1.HSII • Re7.1.HSI, Re7.1.HSII, Re7.2.HSI, Re7.2.HSII, Re7.2.HSIII, Re8.1.HSI, Re8.1.HSII, Re9.1.HSI • Cn10.1.HSI, Cn10.1.HSII, Cn11.1.HSI, Cn11.1.HSII, Cn11.1.HSIII, Cn11.2.HSI, Cn11.2.HSII 			
<u>October</u> Drawing the Figure	<ul style="list-style-type: none"> • Figure Drawing • Skeleton Drawing <ul style="list-style-type: none"> ○ Contour ○ Gesture ○ Line quality 	<ul style="list-style-type: none"> • Students will learn about the different types of lines used in drawing. • Students will practice drawing from 	<ul style="list-style-type: none"> • Graded homework assignments to support E's&P's • Group critiques • Frequent feedback from teacher as working 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> ○ Neg Space ○ Value ● Pepper or Pumpkin Drawing, contour drawing 	<p>observation, looking at models.</p> <ul style="list-style-type: none"> ● Students will use pencil & other drawing tools to create a full range of values in their drawings. ● Students will use ink to practice line quality 	<ul style="list-style-type: none"> ● Completed artworks with rubric for self-assessment ● Rubric also used for teacher feedback ● Resubmission for continued improvement 	
	STANDARDS: <ul style="list-style-type: none"> ● Cr1.1.HSI, Cr1.1.HSII, Cr1.2.HSI, Cr2.1.HSI, Cr2.1.HSII, Cr2.2a.HSI, Cr2.2b.HSI, Cr3.1.HSI, Cr3.1.HSII ● Pr4.1.HSI, Pr4.1.HSII ● Re8.1.HSI, Re8.1.HSII, Re9.1.HSI, Re9.1.HSII ● Cn10.1.HSI, Cn10.1.HSII, Cn11.2.HSI 			
<p><u>November</u></p> <p>Perspective Drawing</p> <p>Still Life drawing</p>	<ul style="list-style-type: none"> ● 1 Pt Perspective ● 2 Pt Perspective ● 3 Pt Perspective ● Observation Still Life of boxes, paper airplane, etc. 	<ul style="list-style-type: none"> ● Students will use horizon line, vanishing point, orthogonals to create drawings in perspective. ● Students will use pencil & colored pencil to complete realistic, life like drawings. ● Students will focus on light and shadows when drawing. 	<ul style="list-style-type: none"> ● Graded homework assignments to support E's&P's ● Group critiques ● Frequent feedback from teacher as working ● Completed artworks with rubric for self-assessment ● Rubric also used for teacher feedback 	<ul style="list-style-type: none"> ●

			<ul style="list-style-type: none"> Resubmission for continued improvement 	
	STANDARDS: <ul style="list-style-type: none"> Cr1.1.HSI, Cr1.1.HSII, Cr1.2.HSI, Cr2.1.HSI, Cr2.1.HSII, Cr2.1.HSIII Cr2.2a.HSI, Cr2.3.HSI, Cr3.1.HSI, Cr3.1.HSII Pr4.1.HSI, Pr4.1.HSII Re7.1.HSI, Re7.1.HSII, Re7.2.HSII, Re7.2.HSIII, Re8.1.HSI, Re8.1.HSII, Re9.1.HSI Cn10.1.HSI, Cn10.1.HSII, Cn11.1.HSI, cn11.2.HSI 			
<p><u>December</u></p> <p>Color Theory</p> <p>Introduction to Painting Acrylics</p>	<ul style="list-style-type: none"> Color Wheel, radial symmetry, using symbols to comment on social issue, JCS, etc. Fauvism of animal as personal reflection of self Art history: Color Match of famous artist, self portrait w/ report 	<ul style="list-style-type: none"> Create a series of works that demonstrates: <ul style="list-style-type: none"> personal style, vision, social commentary proficiency in mixing a complete painting palette ability to control light, value, intensity, and contrast Proficiency of mixing paint for color match an ability to handle a variety of brushes, and 	<ul style="list-style-type: none"> Graded homework assignments to support E's&P's Group critiques Frequent feedback from teacher as working Completed artworks with rubric for self-assessment Rubric also used for teacher feedback Resubmission for continued improvement 	<ul style="list-style-type: none"> Could Fauvism animal be in response to contemporary issue? Cr2.3.HSII Heavy on Historical Art Crit here

		a palette knife as a painting tool		
	STANDARDS: <ul style="list-style-type: none"> • Cr1.1.HSI, Cr1.1.HSII, Cr1.2.HSI, Cr2.1.HSI, Cr2.1.HSII, Cr2.2a.HSI, Cr2.3.HSI, Cr2.3.HSII, Cr3.1.HSI, Cr3.1.HSII • Pr4.1.HSI, Pr4.1.HSII, Pr6.1.HSI • Re7.1.HSI, Re7.1.HSII, Re7.2.HSI, Re7.2.HSII, Re7.2.HSIII, Re8.1.HSI, Re8.1.HSII, Re9.1.HSI, Re9.1.HSII • cn10.1.HSI, Cn10.1.HSII, Cn11.1.HSI, Cn11.1.HSII, Cn11.2.HSI 			
<u>January</u> Drapery Pen & Ink and Watercolor Painting	<ul style="list-style-type: none"> • Drapery value study using charcoal • Photoshop layering of space & building • Piece of architecture watercolor painting 	<ul style="list-style-type: none"> • Create a series of works that demonstrates: <ul style="list-style-type: none"> ○ personal style, vision, social commentary ○ proficiency in layering of watercolor paints ○ ability to control pen and ink and value, intensity, and contrast 	<ul style="list-style-type: none"> • Graded homework assignments to support E's&P's • Group critiques • Frequent feedback from teacher as working • Completed artworks with rubric for self-assessment • Rubric also used for teacher feedback • Resubmission for continued improvement 	<ul style="list-style-type: none"> • Could be series of 3 or 1

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<u>February</u> Portraiture Pastels	<ul style="list-style-type: none"> • Colored Glass Still Life • Van Gogh Inspired Oil Pastels • Portrait drawing to show proportions • Grid drawing of contorted self portrait 	<ul style="list-style-type: none"> • Students will practice proportions of the face • Students will learn how to grid an image for proportionate enlarging • Students will learn how to use both chalk pastels and oil pastels. 	<ul style="list-style-type: none"> • Graded homework assignments to support E's&P's • Group critiques • Frequent feedback from teacher as working • Completed artworks with rubric for self-assessment • Rubric also used for teacher feedback • Resubmission for continued improvement 	<ul style="list-style-type: none"> •
	STANDARDS: <ul style="list-style-type: none"> • Cr1.1.HSI, Cr1.1.HSII, Cr1.2.HSI, Cr1.2.HSII, Cr2.1.HSI, Cr2.1.HSII, Cr2.1.HSIII, Cr2.2a.HSI, Cr2.3.HSII, Cr3.1.HSI, Cr3.1.HSII • Pr4.1.HSI, Pr4.1.HSII • Re7.1.HSI, Re7.2.HSI, Re8.1.HSI, Re9.1.HSI • Cn10.1.HSI, Cn10.1.HSII, Cn10.1.HSIII, Cn11.1.HSII 			
<u>March</u> Printmaking	<ul style="list-style-type: none"> • Personal history (identity based projects) 	<ul style="list-style-type: none"> • Create an edition of prints that demonstrates: 	<ul style="list-style-type: none"> • Graded homework assignments to support E's&P's • Group critiques 	<ul style="list-style-type: none"> • Review Japanese printmaking processes

		<ul style="list-style-type: none"> ○ precise registration of two or more color plates ○ dynamic use of positive and negative space in linoleum/soft block, silkscreen plate design ○ independent planning and execution of editions ○ the creation of an image that expresses a personal view ○ synthesis of observation, imagination, and social commentary 	<ul style="list-style-type: none"> ● Frequent feedback from teacher as working ● Completed artworks with rubric for self-assessment ● Rubric also used for teacher feedback ● Resubmission for continued improvement 	
	STANDARDS: <ul style="list-style-type: none"> ● Cr1.1.HSI, Cr1.1.HSII, Cr1.2.HSI, Cr2.1.HSI, Cr2.1.HSII, Cr2.2a.HSI, Cr2.2a.HSII, Cr2.3.HSI, Cr3.1.HSI, Cr3.1.HSII ● Pr4.1.HSI, Pr4.1.HSII ● Re7.1.HSI, Re7.1.HSII, Re7.2.HSI, Re7.2.HSII, Re7.2.HSIII, Re8.1.HSI, Re8.1.HSII, Re9.1.HSI, Re9.1.HSII ● Cn10.1.HSI, Cn10.1.HSII, Cn10.1.HSIII, Cn11.1.HSII, Cn1.2.HSI, Cn11.2.HSII 			

<p style="text-align: center;"><u>April</u></p> <p style="text-align: center;">Still Life Painting</p> <p style="text-align: center;">Mixed Media Exploration</p>	<ul style="list-style-type: none"> ● Realism ● Abstraction 	<ul style="list-style-type: none"> ● Apply perspective & other drawing skills, along with color theory to create observational still life painting. ● Create a mixed-media collage that demonstrates: <ul style="list-style-type: none"> ○ personal vision and/or reference to a social issue ○ mastery in cutting, tearing, and gluing techniques ○ inclusion of a variety of media and materials ○ ability to incorporate/synthesize printed images and text ○ Apply Principles of Design to create a unified composition 	<ul style="list-style-type: none"> ● Graded homework assignments to support E's&P's ● Group critiques ● Frequent feedback from teacher as working ● Completed artworks with rubric for self-assessment ● Rubric also used for teacher feedback ● Resubmission for continued improvement 	<ul style="list-style-type: none"> ●
	<p>STANDARDS:</p> <ul style="list-style-type: none"> ● Cr1.1.HSI, Cr1.1.HSII, Cr1.2.HSI, Cr2.1.HSI, Cr2.1.HSII, Cr2.1.HSIII, Cr2.2a.HSI, Cr2.3.HSI, Cr2.3.HSII, Cr3.1.HSI, Cr3.1.HSII ● Pr4.1.HSI, Pr4.1.HSII ● Re7.1.HSII, Re7.2.HSi, Re8.1.HSI, Re8.1.HSII, Re9.1.HSI, Re9.1.HSII ● Cn10.1.HSI, Cn10.1.HSII, Cn10.1.HSIII, Cn11.1.HSI, Cn11.1.HSII 			

<p style="text-align: center;"><u>May</u></p> <p style="text-align: center;">Metamorphosis</p> <p style="text-align: center;">Select Artworks for Art Show</p>	<ul style="list-style-type: none"> • Create 4 part drawing that demonstrates morphing from one object to another 	<ul style="list-style-type: none"> • Students will review drawing what they see in their original 2 images. • Students will imagine which parts of each original will be dropped or added as they move through their 4 drawings. • Students will use pencil & color to shade their drawings, carefully including a full range of values & colors. 	<ul style="list-style-type: none"> • Graded homework assignments to support E's&P's • Group critiques • Frequent feedback from teacher as working • Completed artworks with rubric for self-assessment • Rubric also used for teacher feedback • Resubmission for continued improvement 	<ul style="list-style-type: none"> •
	<p>STANDARDS:</p> <ul style="list-style-type: none"> • Cr1.1.HSI, Cr1.1.HSII, Cr1.2.HSI, Cr2.1.HSI, Cr2.1.HSII, Cr2.2a.HSI, Cr2.3.HSI, Cr3.1.Hsl, Cr3.1.HSII • Pr4.1.HSI, Pr4.1.HSII, Pr5.1.HSI, Pr6.1.HSI • Re7.2.HSI, Re9.1.HSI, Re9.1.HSII • Cn10.1.HSI, Cn10.1.HSII 			
<p style="text-align: center;"><u>June</u></p> <p style="text-align: center;">Independent Final Projects</p>	<ul style="list-style-type: none"> • Independent final projects 	<ul style="list-style-type: none"> • Students will use all of the skills and techniques learned throughout the year to independently guide their final projects. 	<ul style="list-style-type: none"> • Graded homework assignments to support E's&P's • Group critiques • Frequent feedback from teacher as working • Completed artworks with 	<ul style="list-style-type: none"> •

			rubric for self-assessment <ul style="list-style-type: none"> • Rubric also used for teacher feedback • Resubmission for continued improvement 	
	STANDARDS: <ul style="list-style-type: none"> • Cr2.2.HSI, Cr2.2.HSII 			

Total Days allotted for curriculum-
Days allotted for review-
Days allotted for final exam-

Days left over for state testing and other school related activities-

Depending on the school year lessons may have to be modified to accommodate additional school related activities that take away from instructional time.