

COURSE TITLE:

BASIC DRAWING & DESIGN 1

GRADES 9-12

LENGTH:

ONE SEMESTER

SCHOOLS:

RUTHERFORD HIGH SCHOOL
RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Rutherford High School
Rutherford, NJ
Basic Drawing & Design 1
Spring 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

Basic Drawing and Design will provide the student with knowledge of drawing and design skills and techniques as applied through the use of Elements of Design. Two-dimensional and three-dimensional activities will be accomplished with black and white, color drawing media, (i.e., papers, boards, etc.) plus appropriate adhesives. Subject matter will range from drawing observation to imagination. Students' activities will be individualized, dependent upon each student's ability level.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR VISUAL AND PERFORMING ARTS

For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, please visit the following website:

<http://www.state.nj.us/education/cccs/>

STANDARD 1.1

THE CREATIVE PROCESS: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2

HISTORY OF THE ARTS AND CULTURE: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

TECHNOLOGY

STANDARD 8.1

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS

STANDARD 9.2

CAREER AWARENESS, EXPLORATION, AND PREPARATION:

Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student

CRP2: Apply appropriate academic and technical skills

CRP3: Attend to personal health and well-being

B. COURSE OUTLINE

All standards cited in course outline are through Grade 12.

First Half

➤ Black and white Drawing and Design

- Line exploration - two-dimensional (contour, gesture)
- Value exploration - three-dimensional (mass, linear, crosshatching, stippling, pattern build-up)
- Perspective - (1-point and 2-point)

Second Half

- Color Drawing and Design
 - Color theory - (color wheel - primary, secondary, monochromatic, complimentary, analogous)
 - Shape exploration - two-dimensional (overlapping, pure color)
 - Texture exploration - three dimensional (half tones, color mixing)
- Areas infused throughout the course
Art Appreciation - Contemporary (Impressionism - Pop)
 - Monet
 - Matisse
 - Picasso
 - Dali
 - Warhol
- Careers
 - Career education program activities
 - Board displays
 - Speakers
 - Field trips (e.g., museum visits, etc.)
 - Filmstrips/Videos
- Materials and Tools
 - Pencil, drawing and charcoal
 - Charcoal, vine and pressed
 - Pen and ink
 - Conte
 - Drawing surfaces
 - Scratch board
 - Mixed combinations
 - Pastels
 - Colored pencils
 - Mounting and display

➤ Evaluation

50%	Projects, Tests
50%	Class Participation

100%	Final Grades for Each Marking Period
------	--------------------------------------

➤ Criteria

- Preliminary sketch
- Check Work in Progress
- Final project
- Due dates
- Student involvement in learning process
- Use of elements and principles of design related to composition
- Mastering of techniques of media and use of tools
- Originality

Student Outcomes:

The student will be able to demonstrate the following:

- Two-dimensional drawing skills - contour, gesture, sketching
- Three-dimensional drawing skills - mass (volume) drawing, crosshatching, linear, stippling, spot line drawing, pattern
- Form (composition) through the application of the elements of design - line, shape, value, color, texture
- Awareness of the application of principles of design - space, balance, rhythm, harmony, dominance, movement, proportion
- An awareness of careers in which drawing/design are fundamental
- An appreciation of drawing and design as related to traditional and contemporary periods of art
- Understanding appropriate drawing surfaces
- Drawing from observation
- Understanding Basic Drawing and Design terms
- An awareness of critique skills related to Drawing & Design compositions

3. PROFICIENCY LEVELS

Basic Drawing and Design 1 is an elective course open to all students in grades 9 -12. There is no prerequisite.

4. METHODS OF ASSESSMENT

➤ Student Assessment

The teacher will provide a variety of assessments during the course of the year, including:

- Teacher observation
- Individual and group critique
- Completed projects
- Display of students' work
- Tests
- Written and oral reports

➤ Curriculum/Teacher Assessment

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the art program.

- Teacher/departamental meetings
- Teacher observations
- Completed projects
- Art displays
- Self evaluations/PDP
- Supervisor evaluations
- Suggestions for changes to supervisor

5. GROUPING

Basic Drawing is for students in grades 9 -12. There is no prerequisite.

6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Basic Drawing & Design 1 is a one-semester elective course (2.5 credits).

7. RESOURCES

Periodicals:

- American Artist
- Art Now
- Art in America
- Art and Man
- Art News
- Arts Magazine

Other:

- Resource book
- Resource A.V. materials (e.g., Janson Slide Series)
- Career education packet
- New Jersey Council for Arts
- Museum lists

8. METHODOLOGIES

- Discussion and explanation of lesson objectives
- Teacher presentation of art room safety rules and procedures
- Student procedures and due dates for completing projects
- Teacher demonstration/explanation of skills needed for completing projects
- Critique of completed projects
- Self-evaluation of completed projects
- Teacher evaluation of completed projects

9. SUGGESTED ACTIVITIES

- Preliminary sketch
- In class practice of skills being learned and mastered
- Teacher critique of student work in progress
- Final projects (emphasis on originality)
- Student involvement in learning process
- Use of elements and principles of design related to composition
- Mastering of techniques of media and use of tools

10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

This course reinforces concepts taught in:

- Social Studies
- Humanities Seminar
- Mathematics
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP – BASIC DRAWING & DESIGN 1

Class	September/February	October/March	November/April	December/May	January/June
Basic Drawing & Design 1	<ul style="list-style-type: none"> • Contour Drawing markers: draw from observation • Pos. Neg. areas • Elements of art: line, shape, 2-D space • Compositional elements 	<ul style="list-style-type: none"> • Value drawing • Media techniques • Observable still-life • Geometric shapes: simple, complex and complicated 	<ul style="list-style-type: none"> • Final six examples of value techniques • Individual free choice • Value media • Compositional arrangement • Value project: apply value techniques- 	<ul style="list-style-type: none"> • Color unit still-life food objects • Compositional designs • Analogous/Comp cut paper • Contour application 	<ul style="list-style-type: none"> • Color: Pure color application • Paper 2-D free choice color project • Color mixing: pastels/oil • Pastels still life • Choice: pastel free choice • Demonstrate contrast & color • Review • Final exam