

# Blackhawk School District

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## CURRICULUM

Course Title:	Advanced Drawing
Course Number:	0912 and 0932
Grade Level(s):	9-12 Grade
Length of Period:	42 minutes
Length of Course:	1 Semester
Faculty Author(s):	Ashley Biega
Date:	2009 – 10/ Revised May '09

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In preparing students for a global economy, visual arts education is a vital component to the Blackhawk community. Visual arts foster the development of critical thinking in problem solving, cultural understanding and awareness, and creative experiences and expression for the purpose of cultivating a lifelong appreciation of the arts.

### COURSE DESCRIPTION:

Advanced Drawing Students will be involved in basic drawing skills during the first semester. Students will create successful two-dimensional works by learning and implementing basic shapes, textures, and shadows in drawing. The students will also explore space, shape, and form through gesture, contour, and modeled drawing. Work will be done in various media: pencil, pen and ink, ballpoint pens, and charcoal. The second half of this course will be a continuation of basic drawing skills with emphasis on independent work.

*The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.*

COURSE OUTLINE	OBJECTIVES (PA standard)	RESOURCES	LESSON REFLECTION (for future revisions)
<p>I. Line</p> <p>Contour</p> <p>Blind Contour</p> <p>Organizational Line</p> <p>Right Brain / Left Brain</p> <ul style="list-style-type: none"> <li>Suggested Art : Betty Edwards</li> <li>(5 Days)</li> </ul> <p>II. Shape</p> <p>Geometric</p> <p>Organic</p> <ul style="list-style-type: none"> <li>Suggested Art: Still Life</li> <li>(4 Days)</li> </ul> <p>III. Space</p> <p>Positive</p> <p>Negative</p> <p>Foreground / Background</p> <ul style="list-style-type: none"> <li>Suggested Art : Ribbon Art Wrapped Animals</li> <li>(13 – 15 Days)</li> </ul> <p>IV. Value / Form</p> <p>Gradient</p> <p>Light</p> <p>Shadow</p> <p>Hatch/Stipple/Scumbling</p> <ul style="list-style-type: none"> <li>Suggested Art: Grid Drawing</li> <li>Suggested Artist: Rembrandt</li> <li>(13 – 15 Days)</li> </ul>	<p>9.1.8 A Know and use the elements and principles of each art form to create works in the arts and humanities including elements of color, form/shape, line, space, texture, value and principles of balance, contrast, emphasis/focal point, movement/scale, repetition, unity/harmony.</p> <p>9.1.8 B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts including visual arts of paint, draw, craft, sculpt, design for environment, communication, multi-media</p> <p>9.1.8 D Demonstrate knowledge of at least two styles within each art form through exhibition of unique works (formal and informal)</p> <p>9.1.8 E Communicate a unifying theme or point of view through the production of art</p> <p>9.1.8 F Explain works of art through exhibition of students' work based on a study of an artist</p> <p>9.1.8.C Identify and use comprehensive vocabulary in visual art</p> <p>9.1.8 G Explain the benefits of practicing</p> <p>9.1.8 J Incorporate specific uses of traditional (i.e. paint, tools, sponges, etc...) and contemporary (computers, internet, kiln, etc...) technologies within the design for producing and exhibiting works in the arts or the works of others</p> <p>9.1 K / 9.2 A Explain the historical, cultural and social context of an individual work in the arts.</p> <p>9.1.12 H Incorporate the effective and safe use of materials, equipment and tools into the production of works in visual arts at work and in performance spaces.</p>	<p>Pencils</p> <p>Pens</p> <p>Ink</p> <p>Paper</p> <p>Erasers</p> <p>Pastels</p> <p>Charcoal</p> <p>Colored Pencils</p> <p>T-Squares</p> <p>Squares</p> <p>Matt Cutter</p> <p>Matt Paper</p> <p>Bristol Board</p> <p>Newsprint</p> <p>Internet</p> <p>Projector</p> <p>DVD Player</p> <p>VCR</p>	

<p>IV. Texture Implied texture Real Texture Tooth Nature</p> <ul style="list-style-type: none"> <li>• Suggested Art: John James Audubon</li> <li>• (15 – 18 Days)</li> </ul> <p>V. Perspective Architecture One-Point Perspective Two-Point Perspective Foreground / Background Horizon Line Atmospheric</p> <ul style="list-style-type: none"> <li>• Suggested Art: Richard Diebenkorn</li> <li>• (15 - 18 Days)</li> </ul> <p>VI. Life Drawing Gesture Drawing Anatomy Chiaroscuro Thumbnail Sketch Pastel / Charcoal</p> <ul style="list-style-type: none"> <li>• Suggested Art: Italian Renaissance</li> <li>• (15 – 18 Days)</li> </ul>	<p>9.1.8 I Know where art events occur when applicable and how to gain admission</p> <p>9.2 B and C Relate works in the arts (such as styles and genre) to historical events or time periods, when applicable</p> <p>9.2 D / E Analyze a work of art and its impact from its historical and cultural perspective, when applicable</p> <p>9.2 F Know and apply appropriate vocabulary used between art and the other curricular areas.</p> <p>9.2 G Relate works in the arts to geographic regions</p> <p>9.2 H Identify describe and analyze the work of Pennsylvania artists.</p> <p>9.2 I Identify, explain and analyze philosophical beliefs as they relate to works in art</p> <p>9.2 J / K Identify, explain, and/or analyze historical and cultural differences and traditions</p> <p>9.4.5 D Recognize and/or explain that choices made by an artist regarding subject matter and themes communicate ideas through works of art</p> <p>9.4.8 A Compare and contrast examples of group or individual philosophical meanings or a work of art</p> <p>9.4.8 B Compare and contrast informed individual opinions about the meaning of works of art</p> <p>9.3 A –G Identify and/or analyze art work using the critical process of examination (i.e. compare and contrast, analyze, interpret, evaluate and form judgments) including:</p> <ul style="list-style-type: none"> <li>• Characteristics, Themes, Forms, Techniques, and Style</li> <li>• Appropriate vocabulary</li> <li>• Critical analysis (contextual, formal, and intuitive)</li> </ul>		
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