

Introduction to Drawing Curriculum Visual Timeline:

Introduction



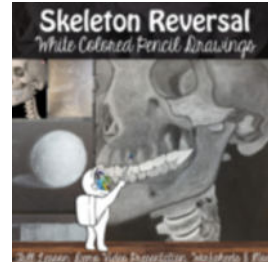
Weeks 1-2

Intro to Drawing: Graphite Unit



Weeks 3-5

Reversal Drawing

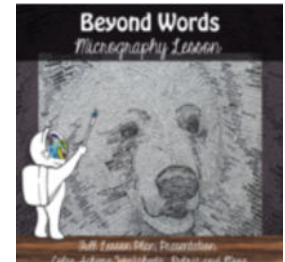


Weeks 6-7

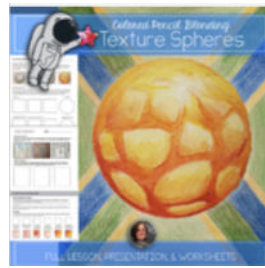
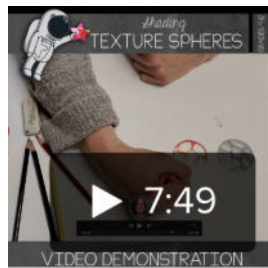
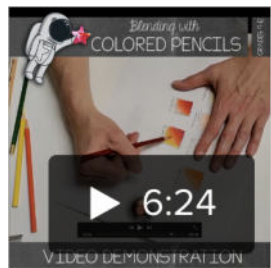
Ink Drawings



Weeks 8-9



Colored Pencil Drawing



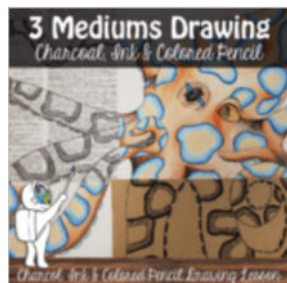
Weeks 10-12

Oil Pastel Drawings & Composition



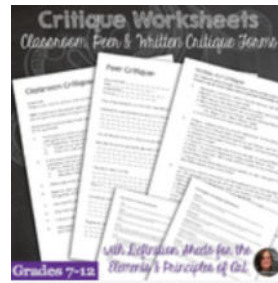
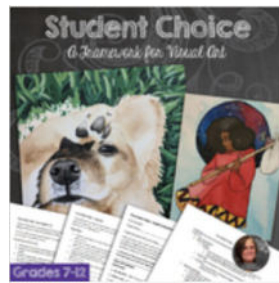
Weeks 13-14

Culminating Project



Weeks 15-17

Throughout Semester



Journal/Homework Prompts and Student Choice

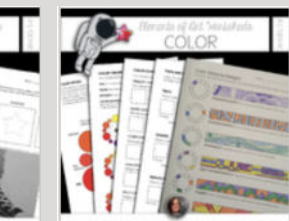
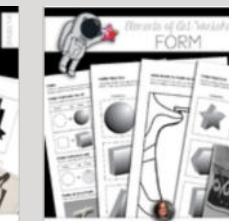
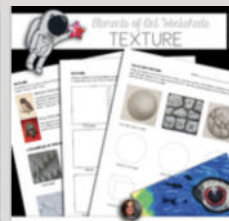
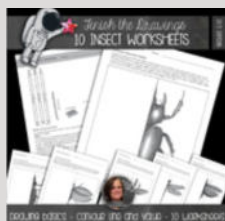
Final Portfolio Review



Extra Lesson



E & P Worksheets/Mini-Lessons



Intro to Drawing Course –Scope and Sequence

Lesson Name / Number of Days or Weeks / Media Covered/ Worksheets that can be used to supplement	Big Ideas / Key Concepts/ Elements/Principles Covered	National Visual Arts Anchor Standards/Reason for teaching.	Student Activities	Final Outcomes/ Assessment	Differentiation Only use when necessary, always keep high expectations for all students.
Day 1: Ice-breaker and Student Interest Survey	Developing a positive classroom environment.	Understanding individual students learning preferences, strengths and needs.	Create a drawing using 2 adjectives and a noun drawn from a jar. Share with class if desired.	Participation Points	N/A
Weeks 1-2 1. Observational Drawing MEDIUM: Graphite <u>WORKSHEETS:</u> <u>Element of Value</u> <u>VIDEO:</u> <u>Intro to Contour Line and Shading a Sphere</u>	Learn to draw from observation, learn about contour lines and value or shading. Line, Contours, Value, Form.	CREATING: Anchor Standard #1. Generate and conceptualize artistic ideas and work	Learn about common draw tools such as drawing pencils, kneaded erasers, blending stumps and more. Complete a value worksheet demonstrating their ability to create a value scale through the use of shading, hatching/cross-hatching and stippling and shade a sphere. Complete an abstract value composition Draw contour lines of 4 objects from observation starting with a cube and drawing more complicated objects as they go. Explore the element of value and how it creates 3-dimensions on a flat surface Explore the element of line and how to identify a contour line, or the edges of an object.	Completed value worksheets Completed and abstract value composition Completed a total of 4 observational drawings including a cube, a second form (pyramid, cone, cylinder, etc.), a shell and a challenge object. Completed a student self-evaluation.	Allow special education students to draw using expo marker with a piece of plexi-glass perpendicular to the drawing surface with object in front. Allow students to use a photo taken with their phone if they are struggling. Special Education students should be required to draw fewer objects and focus on quality of work.

Intro to Drawing Course –Scope and Sequence

Weeks 3-5 4. Legs and Feet Drawing MEDIUM: Graphite <u>WORKSHEETS:</u> <u>Grid Method</u> <u>Worksheets</u> <u>Element of Value</u> <u>Element of Form</u> <u>Critique Sheets</u>	<p>Learn to draw a Legs and Feet using contour lines, value and proportion.</p> <p>Learn about grid method drawing technique. Line, Color, Shape, Space, Pattern, Value, Repetition, Rhythm Variety, Unity</p>	CREATING: <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p>	<p>Explore the grid method of drawing using worksheets of varying difficulty</p> <p>Explore the element of value and how it creates 3-dimensions on a flat surface</p> <p>Explore the element of line and how to identify a contour line, or the edges of an object.</p> <p>Complete a student self-evaluation and participate in critique of work</p>	<p>Grid Method Worksheets</p> <p>Gridded Photographic Reference</p> <p>Gridded Contour line drawing</p> <p>Final Legs and Shoes Drawing</p> <p>Student Self-Evaluation sheet</p> <p>Participate in critique if teacher desires to do a class critique</p>	<p>Allow special education students to complete less complicated grids and fewer practices.</p> <p>Allow special education students to draw their feet 1:1 rather than enlarged.</p> <p>Allow special education students to trace their reference in sharpie and then trace directly onto final paper with pencil.</p> <p>Assist with shading as necessary.</p>
Weeks 6-7 3. Skeleton Reversal Drawing MEDIUM: Charcoal <u>VIDEOS:</u> <u>Reversal Drawing of a Sphere</u> <u>Drawing with White Charcoal on Black Paper</u> <u>Essential Skeleton App is extremely helpful</u>	<p>Learn to draw in reverse, drawing the highlights with white charcoal pencil and blending grays to create the illusion of 3 dimensions on a 2 dimensional surface.</p> <p>Value, Contour Line, Form</p>	CREATING: <p>Anchor Standard #3. Refine and complete artistic work.</p>	<p>Draw a reverse value scale from 8 (Black surface) to White (Charcoal or colored pencil) 0</p> <p>Draw a circle on a piece of black paper and then shade the circle until it appears to be a sphere.</p> <p>Draw contour lines of a skeleton using reference or the Essential Skeleton App on their smart phones or tablets.</p> <p>Create the illusion of a 3D skeleton using white on black drawing techniques and blending.</p>	<p>Create a value scale from 0-8 (light to dark and all the values in between)</p> <p>Created a sphere using white on black</p> <p>Completed Skeletal composition using white charcoal on black paper.</p> <p>Completed Student Self-Evaluation sheet</p>	<p>Allow special education student to use a template for sphere.</p> <p>Allow special education students to draw a smaller/closer version of the skeleton and assist them with finding a good reference.</p>

Intro to Drawing Course –Scope and Sequence

			Choose a skeletal composition that demonstrates good positive and negative space.		
Weeks 8-9: Beyond Words Ink Drawing MEDIA: Ink WORKSHEETS: <u><i>Introduction to Drawing with Ink and Micrography</i></u> <u><i>Word List Worksheet</i></u>	<p>Learn how to create a line drawing from values in a photograph.</p> <p>Create value shifts by using words that describe your chosen image.</p> <p>Add meaning to our image through the use of our descriptive words.</p>	<p>CREATING:</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>CONNECTING:</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p>	<p>Research and find photographic reference for word image</p> <p>List 40-80 descriptive words that describe the image</p> <p>Trace value shifts in image</p> <p>Use thicker, more condensed letters to create darker values</p> <p>Use thinner, more spaced out letters to create lighter values</p>	<p>Print out of reference image</p> <p>Word list</p> <p>Traced image</p> <p>Final art</p> <p>Student self-evaluation</p>	<p>Allow special education students to shade their artwork traditionally rather than with words, or allow them to use bigger and less words to shade with.</p> <p>Allow special education students to begin with a drawing rather than photographic reference.</p> <p>Allow special education students to trace their reference in sharpie and then trace directly onto final paper with pencil.</p>

Intro to Drawing Course –Scope and Sequence

<p>Weeks 10-12</p> <p>2. Texture Spheres</p> <p>MEDIUM: Colored Pencil</p> <p><u>WORKSHEETS:</u></p> <p><u>Intro to Colored Pencil</u></p> <p><u>Pattern Practice</u></p> <p><u>Texture Practice</u></p> <p><u>Element of Color</u></p> <p><u>Element of Texture</u></p> <p><u>TPT STREAMING VIDEO:</u></p> <p><u>Blending with Colored Pencil Techniques</u></p> <p><u>Shading a Texture Sphere</u></p>	<p>To learn about colored pencils and how to blend them.</p> <p>To learn how to create texture</p> <p>To learn about shading a shape into a form.</p> <p>Line, Shape, Form, Texture and Pattern.</p>	<p>CREATING:</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p>	<p>Complete a worksheet that demonstrates their knowledge of how to blend colored pencil using hatching, cross hatching, stippling, pressure, layering and burnishing techniques.</p> <p>Complete 6 practice patterns with good craftsmanship and in good detail.</p> <p>Complete 3 textures in graphite and apply one of those textures to a practice sphere giving it a 3-dimensional quality.</p> <p>Complete 3 textures in colored pencil and apply one of those textures to a practice sphere giving it a 3-dimensional quality.</p> <p>Re-create their favorite practice texture in colored pencil onto a full-sized paper in good detail and with good craftsmanship.</p> <p>Define the element of texture and the principle of pattern in writing.</p> <p>Complete a patterned background in a color that works well with their textured sphere.</p>	<p>Completed color blending worksheets</p> <p>Completed texture/sphere practice worksheets</p> <p>Completed pattern practice worksheet</p> <p>Completed a three-dimensional sphere on a patterned background</p> <p>Completed a student self-evaluation.</p>	<p>Allow special education students to complete less complicated designs and/or complete fewer practices.</p> <p>If possible find simpler step-by-step patterns and print them out for special education students.</p> <p>Provide final paper with sphere pre-drawn.</p>
<p>Week 13:</p> <p>Illustrated Word Art</p> <p>MEDIA: Colored Pencil</p> <p><u>WORKSHEETS:</u></p> <p><u>Introduction to Drawing with Colored Pencils</u></p>	<p>Match up words and their meaning with a visual</p> <p>Learn to shade using colored pencils</p>	<p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p>	<p>Print out reference of that subject</p> <p>Choose a saying or word that adds meaning to the visual</p> <p>Create thumbnails of ideas</p>	<p>Thumbnails</p> <p>Final art</p> <p>Completed Student Self-Evaluation sheet</p>	<p>If necessary, and only if necessary allow special education students to copy a piece of art that already has a word.</p> <p>Allow students to trace a drawing of reference.</p>

Intro to Drawing Course –Scope and Sequence

	Use abstract thinking to create art that makes a word	CONNECTING: Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.	Draw subject using the letters of the saying or word Learn to shade/blend colored pencils Use blending with colored pencils to fill in the letters	Participate in critique if teacher desires to do a class critique	Allow to shade lightly rather than blended.
Weeks 13-14 6. Oil Pastel Animals MEDIA: Oil Pastels <u>WORKSHEETS:</u> <u>Space and Composition</u> <u>Worksheets</u> <u>Compositional Rules</u> <u>Powerpoint</u>	Create realistic texture using oil pastels to create realistic animals. Demonstrate accurate color blending using oil pastels. Understand 6 basic compositional rules and apply at least one of them in their final art.	CONNECTING: Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. RESPONDING: Anchor Standard #7. Perceive and analyze artistic work.	Use compositional rules students will find a high resolution photograph of an animal to use as reference. Mix colors using oil pastels in small scale study and in final art. Demonstrate an understanding of composition in final art Create texture using oil pastels. Use the grid method to transfer contours lines to final paper. NOTE: This lesson is best taught after teaching grid method drawing.	Completed grid method worksheets (if you haven't done them previously) Completed a small scale study and practice mixing oil pastels. Final art demonstrated an understanding of texture and color mixing. Created a dynamic composition using compositional rules. Completed a student self-evaluation.	Allow special education students to pick a simpler animal. Allow special education students to draw their animal 1:1 rather than enlarged. Allow special education students to trace their reference in sharpie and then trace directly onto final paper with pencil. Assist with shading and texture as necessary.
Week 15-17: Three Mediums Drawing	Use three different mediums to create a shaded, unified piece of art	CREATING: Anchor Standard #1. Generate and	Complete a value scale and shaded sphere in charcoal, ink and colored pencil. Demonstrate an understanding of how to apply colored pencil, charcoal and ink to	Completed a value scale 0-8 for each medium.	Allow special education students to use cartoon reference if desired, or

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<p><u>WORKSHEETS:</u></p> <p><u>Three Mediums Worksheet</u></p>	<p>Learn to create a dynamic composition</p> <p>Understand how different materials and mediums (variety/unity/contrast) can enhance a piece of art</p>	<p>conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>CONNECTING:</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p>	<p>create value, texture, detail and unity in a piece of art.</p> <p>Demonstrate an understanding of composition</p> <p>Demonstrate an understanding all three mediums</p> <p>Create an original and unique piece of art using three mediums</p> <p>NOTE: This lesson is best taught after teaching basics of drawing: Value, Line, Texture and all of the mediums have already been covered.</p>	<p>This can be used as a review if you've already covered these mediums.</p> <p>Completed a rough sketch/thumbnailed of how to break up the space</p> <p>Final art demonstrated an understanding of variety, unity and contrast.</p> <p>Completed a student self-evaluation.</p>	<p>drawing rather than a photo.</p> <p>Allow special education students to trace their reference in sharpie and then trace directly onto final paper with pencil.</p> <p>Assist with gluing down the different surfaces and with transferring image.</p>
<p>Week 18:</p>	<p>Students work collected over the course of the semester will be given 10 points for each completed lesson, 0 for each lesson that isn't completed.</p> <p>Art show for each student should include 3 works of art and student should plan on how to present their work to the class.</p>	<p>PRESENTING:</p> <p>Anchor Standard #4. Select, analyze and interpret artistic work for presentation.</p>	<p>Collect all completed artwork based on list of lessons and turn in as a portfolio of work.</p> <p>Choose 3 pieces of art to included in a presentation to the class.</p> <p>Students must choose their three best pieces and display them in an "art show" for the class to view.</p>	<p>Final Portfolio Evaluation will be based on art show presentation, portfolio and reflection.</p>	<p>N/A</p>

Intro to Drawing Course –Scope and Sequence

<p>Throughout Semester:</p> <p>Student Choice Project</p> <p><u>WORKSHEETS:</u></p> <p><u>Free Studio Proposal Sheet</u></p> <p><u>Free Studio Evaluation Sheet</u></p> <p><u>Drawing Prompt Cards for Drawing Journal/Sketchbook or Homework</u></p>	<p>To plan and create a piece of art with personal meaning.</p> <p>To apply techniques and skills learned in class to your own artwork.</p>	<p>CREATING:</p> <p>Anchor Standard #1. Generate and conceptualize artistic ideas and work.</p> <p>Anchor Standard #2. Organize and develop artistic ideas and work.</p> <p>Anchor Standard #3. Refine and complete artistic work.</p> <p>CONNECTING:</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p>	<p>Complete artwork(s) worth a minimum of 300 points, or 12 hours.</p> <p>Apply skills and techniques learned in class to their own artwork.</p> <p>Explore, choose, begin and complete their own artwork using the artistic process.</p> <p>Reflect on their final art in written form</p> <p>Participate in critique of work (optional)</p>	<p>Final art demonstrated skills and techniques learned in class.</p> <p>Final art was display quality.</p> <p>Completed FSF Proposal and had it signed.</p> <p>Completed FSF student self-evaluation with written explanations of art.</p> <p>Participate in critique if teacher desires to do a class critique</p>	<p>Allow for younger and special education students to complete a lower point requirement.</p>
<p>Extra Lesson:</p> <p>Scratchboard Birds</p> <p>MEDIA: Scratchboard</p> <p><u>VIDEOS:</u></p> <p>John James Audubon Video</p> <p>Scratchboard Lara Surring</p>	<p>Identify and trace value shifts in a photographic reference.</p> <p>Learn how to create texture using etching techniques</p> <p>Learn about the artist John James Audubon and his publication</p>	<p>CONNECTING:</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>CREATING:</p>	<p>Learn about John James Audubon and his famous publication, “Birds of America”</p> <p>Create a value scale through the use of mark making such as hatching/cross-hatching and stippling on scratchboard</p> <p>Etch a sphere on scratchboard</p> <p>Identify contour lines and value shifts in photographic reference of a bird of their choice.</p>	<p>Completed mark making with scratchboard tool.</p> <p>Completed value scale on scratchboard</p> <p>Completed practice sphere on scratchboard</p>	<p>Allow special education students to begin with a drawing of a bird rather than photographic reference.</p> <p>Allow them to trace directly from reference onto scratchboard.</p> <p>Assist with etching techniques.</p>

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	<p>“The Birds of America.”</p> <p>Learn how to create value (shading) with marks on scratchboards</p>	<p>Anchor Standard #3.</p> <p>Refine and complete artistic work.</p>	<p>Use knowledge of mark-making and values to create a bird with realistic texture on a scratchboard surface.</p>	<p>Completed a realistic bird on scratchboard</p> <p>Completed a student self-evaluation.</p>	
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Full Semester Materials List

MATERIALS LIST:

OBSERVATIONAL DRAWING LESSON:

- Drawing Pencils: B Pencil; 3B or 4B Pencil; H Pencil
- White or Pink Eraser
- Kneaded Eraser
- Blending Stump
- White Drawing Paper
- Wooden Cubes
- Wooden Shapes
- Variety of Shells
- Other assorted objects, see photo on page 4 of presentation.

LEGS AND SHOES DRAWING

- Drawing Pencils: B Pencil; 3B or 4B Pencil; H Pencil
- White or Pink Eraser
- Kneaded Eraser
- Blending Stump
- Final White Drawing Paper
- Large Newsprint Paper (To use for the contour line grid)

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REVERSAL SKELETON DRAWING

- White Charcoal Pencil or White Colored Pencil
- White Eraser
- Kneaded Eraser
- Blending Stump
- Black Drawing Paper
- ESSENTIAL SKELETON APP

BEYOND WORDS MICROGRAPHY ART

- Pencils/Erasers
- Waterproof Fine and Medium tipped black markers.
- Drawing Paper
- Tracing Paper (Optional) – If no light boards are available.
- Tape (for tracing paper)

TEXTURE SPHERES LESSON:

- Pencils/Erasers
- Drawing Paper (we used 9" x 12")
- Circle Templates or Compass' to draw circle on final art
- Rulers (to help create patterns)
- Colored Pencils
- Colorless Blender (if using.)
 - In lieu of a colorless blending students can use the lightest color in their blend.

ILLUSTRATED WORD ART

- Drawing Paper
- Thin Sharpies or other permanent market

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- Colored Pencils
- Pencils/erasers

OIL PASTEL ANIMALS

- Oil pastels
- Blending stumps
- Sandpaper to clean stumps
- Pencils and Erasers
- Rulers
- White Bristol Board or other heavyweight paper.
- Scraps of final paper for students to practice blending/textures.

THREE MEDIUMS PROJECT

- Old dictionary pages (book pages/maps etc. can be used as a replacement)
- Kraft or Manilla paper
- White Bristol Board or White Mixed Media Board
- Colored Pencils in a variety of colors (Prismacolor or other professional grade is preferred.)
- Charcoal Pencils
- Blending Stumps
- Ink pens with a variety of thicknesses (such as micron)
 - (Ultra Fine tip Sharpies can be used as a less expensive option.)

BIRDS OF A FEATHER SCRATCHBOARD ART

- Scratchboard Tool as shown on pages 37 and 38 of power point or under resources below.
- Scratchboard
- Pencils/Erasers
- Ultra fine tip Sharpies
- Colored Ball Point Pen (for tracing)

Intro to Drawing Course –Scope and Sequence

THROUGHOUT SEMESTER

- Materials used throughout semester
- Students may only use materials that have been covered in class at the time they start a project
- Drawing Prompt Cards

ART EXHIBITION/PORTFOLIO AND REFLECTION