

HS Basic Drawing 4week/8week

Huntingdon Area School District

UNITS (7/7 SELECTED)

SUGGESTED DURATION

 Unit 1: Line and Marks	<i>7 lessons</i>
 Unit 2: Tone and Form	<i>4 lessons</i>
 Unit 3: Composition, Perception, and Viewpoint	<i>4 lessons</i>
 Unit 4: Observation, Exploration, and Imagination	<i>4 lessons</i>
 Unit 5.6: The Perception of Edges	<i>6 lessons</i>
 Unit 7: The Perception of Space & Relationships	<i>6 lessons</i>
 Unit 8: Perception of Lights and Shadows	<i>3 lessons</i>

Unit 1: Line and Marks

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UNIT OVERVIEW

Students will use the exercises in this unit to build their confidence in the very foundation of drawing: line making.

STANDARDS/EXPECTATIONS

National Core Arts - High School Proficient - Visual Arts

VA:Cr1.1.HSI

VA:Cr2.1.HSI

BIG IDEAS

Big Ideas

- **Students will explore how the quality, weight, and intensity of a line can be applied in many ways to convey shape, form, movement, and tone.**

ESSENTIAL QUESTIONS

Essential Questions

- How can artists generate artistic ideas to produce works of art?

Unit 1: Line and Marks

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
that artwork can be created anywhere with a variety of materials, not just in a traditional sense.	look at their world with an artistic viewpoint and be able to use their every day surroundings in order to create.
that learned information, or schema, can challenge our perceptions when drawing.	invert an image to free up any rational and pre-conceived thoughts of an object in order to better draw it.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Exercise Completion with photo evidence in Google Classroom	Project-based	

Unit 2: Tone and Form

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UNIT OVERVIEW

This unit has students working with the effects of light and shade to represent form.

STANDARDS/EXPECTATIONS

National Core Arts - High School Proficient - Visual Arts

VA:Cr1.1.HSI

VA:Cr1.2.HSI

VA:Cr2.1.HSI

BIG IDEAS

Big Ideas

- **Graduated Tone**
- **Shadows**
- **Highlights**
- **Hatching and Crosshatching**

ESSENTIAL QUESTIONS

Essential Questions

- How can artists generate artistic ideas to produce works of art?
- How do artists & designers learn from trial & error?

Unit 2: Tone and Form

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
the difference between a cast shadow and a form shadow.	use techniques such as hatching and cross hatching to achieve different tones.
how you make marks on a page and with different materials or tools, will determine the implied texture of what you draw.	identify and examine objects in order to create a variety of implied texture from observation.
the term chiaroscuro, an Italian word that means "light-dark."	employ a method of creating strong light and dark contrasts to give the illusion of a three-dimensional form.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Completed exercises summited on Google Classroom	Project Based	

Unit 3: Composition, Perception, and Viewpoint

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UNIT OVERVIEW

This unit focuses on developing an awareness of space.

STANDARDS/EXPECTATIONS

National Core Arts - High School Proficient - Visual Arts

VA:Cr1.1.HSI

VA:Cr1.2.HSI

BIG IDEAS

Big Ideas

- Observe and represent our world objectively from a variety of viewpoints
- Represent three dimensional space on a flat picture plane
- Explore the decision-making process involved in creating a composition

ESSENTIAL QUESTIONS

Essential Questions

- How does knowing the contexts, histories, & traditions of art forms help us create works of art & design?
- How do images influence our views of the world?

Unit 3: Composition, Perception, and Viewpoint

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
that artists plan the placement of their subjects in order to create visual interest in their designs.	will be able to utilize the Rule of Thirds and/or the Rule of Odds when arranging drawn, painted, or photographed works to create a visually interesting composition.
that artists create diverse compositions by using a variety of viewpoints.	will be able to use a vanishing point to create a drawing from a worms eye view.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Completed exercises uploaded to Google Classroom	Project Based	

Unit 4: Observation, Exploration, and Imagination

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UNIT OVERVIEW

This unit focuses on observation, exploration, and imagination by encouraging students to develop a unique visual response to their world.

STANDARDS/EXPECTATIONS

National Core Arts - High School Proficient - Visual Arts

VA:Cr1.1.HSI

VA:Cr2.1.HSI

BIG IDEAS

Big Ideas

- **Explore and develop the connections between hand, eye, and subject.**
- **Expand creative decision making**
- **Explore mixed-media drawing**

ESSENTIAL QUESTIONS

Essential Questions

- How do artists & designers create works of art or design that effectively communicate?
- How do artists & designers determine whether a particular direction in their work is effective?
- How does knowing the contexts, histories, & traditions of art forms help us create works of art & design?
- What factors prevent or encourage people to take creative risks?

Unit 4: Observation, Exploration, and Imagination

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
that artist Dieter Roth was an artist known for decaying food to create paintings and sculptures and that there is a long history of 'nature morte,' or dead nature in art- using rotten food as a symbol to represent the fragile cycle of life.	capture the decaying state of food by observing and recording the various stages with a variety of markings and tools.
that both of our eyes work together to send messages to our brain.	be able to layer drawn lines in order to create a three dimensional quality in their work.
that there are controlled and spontaneous ways to make decisions about your artwork.	utilize flexibility and chance operations to determine the outcome of their work.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Completed exercises posted to Google Classroom assignments.	Project-based	

Unit 5.6: The Perception of Edges

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UNIT OVERVIEW

Learning how to draw is very much like learning how to play a sport or how to play a musical instrument. Once you've learned the fundamentals, advancement in skills is based on practice. This unit will be the first that utilizes Betty Edwards text "Drawing on the Right Side of the Brain." The purpose of this unit: The Perception of Edges, is to make students aware of the 'L' Mode and 'R' Mode and the shift that can happen to encourage more creative thinking once you're aware that it exists.

STANDARDS/EXPECTATIONS

National Core Arts - High School Proficient - Visual Arts

VA:Cr1.1.HSI

VA:Cr1.2.HSI

VA:Cr2.2.HSI

VA:Cr3.1.HSI

VA:Cn10.1.HSI

BIG IDEAS

Big Ideas

- **Drawing is a skill that can be learned and practiced**
- **There is a science behind how our brain thinks creatively and once we are aware of how it works, we can use that to our advantage as artists.**
- **We refer to the two modes of thinking as 'R' mode and 'L' mode and each has characteristics associated with them.**
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ESSENTIAL QUESTIONS

Essential Questions

- How do artists use their knowledge of how our brain thinks creatively to enhance their ability to draw?

Unit 5.6: The Perception of Edges

HS Basic Drawing 4week/8week

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
where their skills begin prior to drawing awareness and practice.	better their skills by practicing using a picture plane to help define the edges of the subjects being drawn.
that there is a logic side to performing tasks and creative mode, the latter of which can be utilized to improve the skill of drawing.	use some controled and practiced methods to cognitively take out the obstacles set in place by the 'R' mode when drawing or creating.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Completion of exercises and submission to Google Classroom assignment	Project-based	

Unit 7: The Perception of Space & Relationships

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UNIT OVERVIEW

In this unit, students will begin to hone their skills needed to create more interesting and accurate compositions when drawing, particularly from observation. Drawings that emphasize an equal amount of attention placed both in the positive space and negative space yield an overall more visually balanced and appealing design. Sighting relationship is a necessary drawing skill that will also be introduced and practiced in this unit as it is required for every drawing in every subject and because of its complexity students often leave it unlearned or half-learned.

STANDARDS/EXPECTATIONS

National Core Arts - High School Proficient - Visual Arts

VA:Cr1.1.HSI

VA:Cr1.2.HSI

VA:Cr3.1.HSI

VA:Re7.1.HSI

VA:Re7.2.HSI

VA:Cn10.1.HSI

BIG IDEAS

Big Ideas

- Identifying the following can help us 'see' the relationship between elements in order to better draw them: positive/negative space, foreshortening, and cannon- or the ideal standard in which to measure things such as facial features.
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ESSENTIAL QUESTIONS

Essential Questions

- How can artists use negative space in order to accurately draw from observation?
- How do artists use tools to help them sight object for a drawing and what role does our depth perception play in this task?
- What is the standard cannon for a head in profile view?

Unit 7: The Perception of Space & Relationships

HS Basic Drawing 4week/8week

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
the difference between positive and negative space.	be able to 'see' the negative space as its own shapes in order to help them better draw subjects in their work.
know that 'sighting' is a way of using "informal perspective" to find the placement of elements in a drawing.	will be able to use their pencil to 'sight' the relationships of angles and proportions in their drawings.
the general proportions of the head and placement of the ear.	be able to draw a profile portrait showing proper proportion.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Completion and submission of exercises to the Google Classroom.	Project-based.	

Unit 8: Perception of Lights and Shadows

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UNIT OVERVIEW

Identifying and using the appropriate tools and techniques to create a variety of tones within a drawing is the focus of this unit.

STANDARDS/EXPECTATIONS

National Core Arts - High School Proficient - Visual Arts

VA:Cn10.1.HSI

VA:Re9.1.HSI

VA:Cr3.1.HSI

VA:Cr1.1.HSI

BIG IDEAS

Big Ideas

- **Proportions of the frontal human face**
- **Shading a variety of tones in a drawing**
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ESSENTIAL QUESTIONS

Essential Questions

- How can artists achieve a variety of tone in their drawings using tools and observations?
- What are the generalized proper facial proportion measurements and how can they be used to help you map out the drawing of a face.
- How can different concepts of drawing work in unison to help artists achieve polished drawings?

Unit 8: Perception of Lights and Shadows

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LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
that light creates highlights and casts shadows.	identify the direction of a light source on a subject and recognize the subtle differences in the following: cast shadow, crest shadow, reflected light, and highlight
the human head has generalized proportions and spacing	use the learned proportions of the head in frontal view to guide them when completing a self-portrait
there are many concepts that make up the overall skill of drawing and when exercised in unison, can help an artist achieve their best work.	will use the following concepts to complete a final drawing for the course: sighting, setting a ground, recognizing both positive and negative spaces, plotting dots on a picture plane, and achieving a variety of tone by using a variety of graphite pencil grades.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Completed exercises uploaded to the Google Classroom	project-based	
Finished out of sketch work book Self-Portrait	project-based	