

# PAHS ART II HONORS

## Art II Honors Scope & Sequence



### UNIT: Graphite

In this unit we focus on the in-depth and complex techniques of graphite drawing. With the focus of realism and meaning, students will attempt to capture the true look and feeling of the object rendered. Graphite tools, textures, and numbers will be learned and explored.

#### SUB LESSON: Pencil Shades Chart

In this lesson, SWBAT build upon their knowledge of pencil and graphite to create a pencil shade chart. Using graphite pencils numbering 6H, 5H, 4H, 3H, 2H, H, F, HB, B, 2B, 3B, 4B, 5B, 6B, 7B, 8B (*6H=lightest; 8B= darkest; H=hard; B= black*), students will experiment with the pressure and manipulation of numbered graphite to achieve desired results.

**Art Lab 1:** *Students will create a value scale for each graphite tone/shade.*

#### SUB LESSON: Texture & Value

In this lesson, SWBAT demonstrate the elements of texture and value using graphite to explore mark-making in geometric shapes to achieve value. Mastery of realism and the many shades of value (light, medium, and black) will be emphasized.

**Art Lab 2:** *Students will use graphite to add mark-making texture and value inside 4 geometric shape to create the appearance of form (highlight, shadow, cast shadow).*

#### SUB LESSON: Animal Portrait

In this lesson, SWBAT relate to their “personality animal”. Students will participate in the Myers-Briggs personality quiz that establishes their closest animal personality traits. Students will research and brainstorm to find the best portrait close-up images of their selected animal. Students will then create a grid drawing enlargement of their animal using the medium of graphite.

**Project 1:** *Students will create textured graphite grid-drawing portrait of their selected animal.*

#### SUB LESSON: Facial Isolation

In this lesson, SWBAT are to study their facial anatomy in the mirror. Students will draw four (4) facial isolations from life (eye, ear, nose, mouth). It is here that students can practice the important of observational rendering, whereas drawing our own anatomy can interfere with other thoughts and beliefs.

**Art Lab 3:** *Students will render four (4) facial isolations on white drawing paper using graphite pencils (eye, ear, nose, mouth). It should be clear that your isolations belong to your anatomy and show the full range of value (white, shades of grey, black).*

#### SUB LESSON: Foreshortened Self-Portrait

In this lesson, SWBAT cultivate and brainstorm thumbnail sketches and rough drafts for their unit project. Throughout this process, students will photograph themselves in a foreshortened position and mood of their choice. Students will then create a graphite rendering of their photograph using a grid-drawing method of creation.

**Project 2:** *Students will create textured graphite grid-drawing of their foreshortened portrait photograph. It should be clear that your self-portrait belongs to your anatomy and show the full range of value (white, shades of grey, black).*

# PAHS ART II HONORS

## UNIT ASSESSMENTS

### Homework (20%)

- sketchbook homework prompts #2-4

### Teacher Summative (30%)

- art labs (3)
- sketchbook checks (bi-monthly)
- daily questions
- learning to look drawing assignments
- class notes
- thumbnail sketches, rough drafts

### Common Summative (50%)

- Projects (2)
- Marking Period Sketchbook Check

**Key Vocabulary & Concepts:** portraiture; foreshortening, grid-drawing, graphite texture, realism, shadow, highlight, cast shadow, mark-making, observational rendering, composition, elements of art (line, value, texture, shape, space); principles of design (proportion, unity, balance, contrast), famous artist: ???????

**Essential Question:** What is a portrait and why is it important? In what ways can the creation of self-portraits and portraiture become challenging? How can the process of production and exhibition promote the growth and change of artists over time?

### Objectives:

1. SWBAT build upon their knowledge of pencil and graphite to create a pencil shade chart. Using graphite pencils numbering 6H, 5H, 4H, 3H, 2H, H, F, HB, B, 2B, 3B, 4B, 5B, 6B, 7B, 8B (*6H=lightest; 8B= darkest; H=hard; B= black*), students will experiment with the pressure and manipulation of numbered graphite to achieve desired results.
2. SWBAT demonstrate the elements of texture and value using graphite to explore mark-making in geometric shapes to achieve value. Mastery of realism and the many shades of value (light, medium, and black) will be emphasized.
3. SWBAT relate to their “personality animal”. Students will participate in the Myers-Briggs personality quiz that establishes their closest animal personality traits. Students will research and brainstorm to find the best portrait close-up images of their selected animal. Students will then create a grid drawing enlargement of their animal using the medium of graphite.
4. SWBAT to study their facial anatomy in the mirror. Students will draw four (4) facial isolations from life (eye, ear, nose, mouth). It is here that students can practice the important of observational rendering, whereas drawing our own anatomy can interfere with other thoughts and beliefs.
5. SWBAT cultivate and brainstorm thumbnail sketches and rough drafts for their unit project. Throughout this process, students will photograph themselves in a foreshortened position and mood of their choice. Students will then create a graphite rendering of their photograph using a grid-drawing method of creation.

(*Teaching Strategies/Assignments/Graphic Organizers/Activating Strategy*)

## INSTRUCTION OUTLINE

### UNIT: Graphite

#### Week 3-8

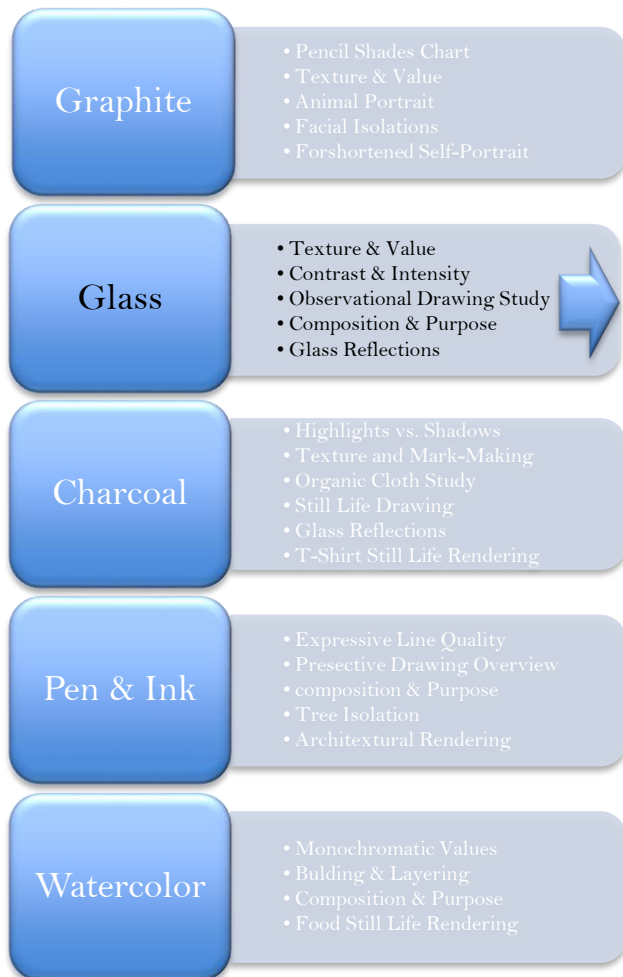
- PPT and Discussion slides: #.....
  - **Pencil Shading Chart**
    - ✚ Art Lab 1: Students will create a value scale for each graphite tone/shade.
  - **Texture & Value**
    - ✚ Art Lab 2: Students will use graphite to add mark-making texture and value inside 4 geometric shape to create the appearance of form (highlight, shadow, cast shadow).
  - **Animal Portrait**
    - ✚ Project 1: Students will create textured graphite grid-drawing portrait of their selected animal.
  - **Facial Isolation**
    - ✚ Art Lab 3: Students will render four (4) facial isolations on white drawing paper using graphite pencils (eye, ear, nose, mouth). It should be clear that your isolations belong to your anatomy and show the full range of value (white, shades of grey, black).
  - **Foreshortened Self-Portrait**
    - ✚ Project 2: Students will create textured graphite grid-drawing of their foreshortened portrait photograph. It should be clear that your self-portrait belongs to your anatomy and show the full range of value (white, shades of grey, black).

### Summarization Strategy:

- Students participate in class gallery walk & presentation: Homework Assignments
- Informal individual student/teacher conferences based on classwork project progress
- Students participate in peer class critique: Art Labs and Projects (5 total)

# PAHS ART II HONORS

## Art II Honors Scope & Sequence



### UNIT: Glass

In this unit we focus on the aspects of drawing in “negative reverse” using white media on a dark or black surface. Artists will be challenged to bring highlights and positive spaces to the forefront as they cultivate and render their compositional image.

#### SUB LESSON: Texture & Value

In this lesson, SWBAT build upon drawing skill sets to create the element of texture and value using white colored pencil and white charcoal to blend and layer geometric shapes onto black paper. Mastery of realism and the many shades of value (light, medium, and black) will be emphasized.

**Art Lab 1:** *On black paper, students will use white colored pencil & white charcoal to add mark-making texture and value inside 4 geometric shapes to create the appearance of form (highlight, shadow, cast shadow).*

#### SUB LESSON: Contrast & Intensity

In this lesson, SWBAT learn how create different marks of intensity to achieve a desired effect or emotion within artwork. Contrast emphasized extreme areas of light and dark values that can increase the overall dramatic intensity of a given work of art.

#### SUB LESSON: Observational Drawing Study

In this lesson, SWBAT craft their life drawing skills through the process of experimental trial and error drawing. Using black paper and colored pencil/white charcoal, students will render an observational drawing of a glass object.

**Art Lab 2:** *Students will create a still life glass object drawing using white colored pencil & white charcoal. Table lamps with add contrast and intensity to each object study.*

#### SUB LESSON: Composition & Purpose

In this lesson, SWBAT cultivate and brainstorm thumbnail sketches and rough drafts for their unit project. This ongoing process challenges students to create several compositional studies that express purpose and meaning in their work.

**Project 1:** *Students will create a table/class still life with at least three (3) glass objects. In sketchbooks, student will then create 4 compositional drawings and sketches that demonstrates strong compositional understanding (shape & space).*

#### SUB LESSON: Glass Reflections

In this lesson, SWBAT create an observational drawing of at least 3 glass objects using colored pencil/white charcoal on black cardstock drawing paper. Students are expected to show a full range of value, compositional drawing skills, and glass reflection texture.

**Project 2:** *Students will render a final draft of glass reflective objects from life.*

# PAHS ART II HONORS

## UNIT ASSESSMENTS

### Homework (20%)

- sketchbook homework prompts #5-7

### Teacher Summative (30%)

- art labs (2)
- sketchbook checks (bi-monthly)
- daily questions
- learning to look drawing assignments
- class notes
- thumbnail sketches, rough drafts

### Common Summative (50%)

- Projects (2)
- Marking Period Sketchbook Check

**Key Vocabulary & Concepts:** still-life observational rendering; composition, reflection; “negative-reverse” value; elements of art (line, value, texture, shape, space); principles of design (contrast, unity); realism; shadow, highlight, cast shadow; mark-making; famous artist: ???????

**Essential Question:** What is positive and negative space? How can we learn from our responses to art? What responsibilities come with the freedom to create? How to artists and designers learn from trial and error? How do artists determine what resources and criteria are needed to formulate artistic investigations?

### Objectives:

1. SWBAT build upon drawing skill sets to create the element of texture and value using white colored pencil and white charcoal to blend and layer geometric shapes onto black paper. Mastery of realism and the many shades of value (light, medium, and black) will be emphasized
2. SWBAT learn how create different marks of intensity to achieve a desired effect or emotion within artwork. Contrast emphasized extreme areas of light and dark values that can increase the overall dramatic intensity of a given work of art.
3. SWBAT craft their life drawing skills through the process of experimental trial and error drawing. Using black paper and colored pencil/white charcoal, students will render an observational drawing of a glass object.
4. SWBAT cultivate and brainstorm thumbnail sketches and rough drafts for their unit project. This ongoing process challenges students to create several compositional studies that express purpose and meaning in their work.
5. SWBAT create an observational drawing of at least 3 glass objects using colored pencil/white charcoal on black cardstock drawing paper. Students are expected to show a full range of value, compositional drawing skills, and glass reflection texture.

*(Teaching Strategies/Assignments/Graphic Organizers/Activating Strategy)*

## INSTRUCTION OUTLINE

### UNIT: GLASS

#### Week 9-13

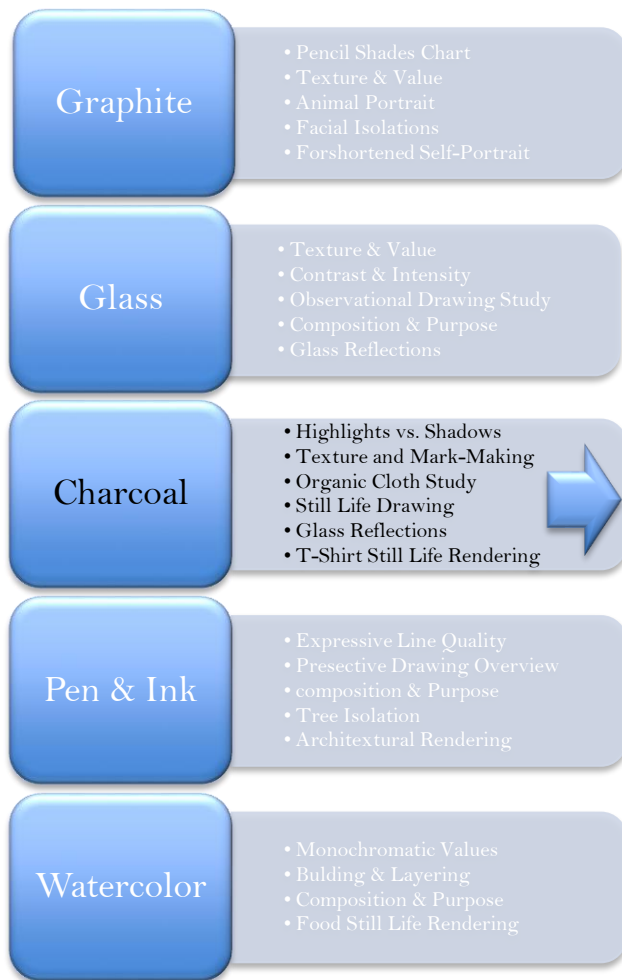
- PPT and Discussion slides: #.....
- **Texture & Value**
  - ✚ Art Lab 1: On black paper, students will use white colored pencil & white charcoal to add mark-making texture and value in each shape to create form (highlight, shadow, cast shadow).
- **Contrast & Intensity**
  - ✚ Notes in Sketchbook/Outline
- **Observational Drawing Study**
  - ✚ Art Lab 2: Students will create a still life glass object drawing using white colored pencil & white charcoal. Table lamps with add contrast and intensity to each object study.
- **Composition & Purpose**
  - ✚ Project 1: Students will create a table/class still life with at least three (3) glass objects. In sketchbooks, student will then create 4 compositional drawings and sketches that demonstrates strong compositional understanding (shape & space).
- **Glass Reflections**
  - ✚ Project 2: Students will render a final draft of glass reflective objects from life.

### Summarization Strategy:

- Students participate in class gallery walk & presentation: Homework Assignments
- Informal individual student/teacher conferences based on classwork project progress
- Students participate in peer class critique: Art Labs and Projects (4 total)

# PAHS ART II HONORS

## Art II Honors Scope & Sequence



### UNIT: Charcoal

In this unit we focus on the medium of black charcoal. With a distinct art texture and process, charcoal drawing will focus on realism and capturing the essence of the objects rendered.

#### SUB LESSON: Highlights vs. Shadows

In this lesson, SWBAT become introduced to the many techniques of charcoal drawing. Tools include: black charcoal sticks, vine charcoal, charcoal pencil, knead eraser, eraser stick pen; white charcoal pencil. Students will experiment with techniques on creating highlights and shadows with the art medium of charcoal. Using geometric shapes as an area for exploration, students will aim to achieve mastery of realism and the many shades of value (light, medium, and black) with charcoal.

**Art Lab 1:** *Students will create highlights and shadows inside 4 geometric shapes to create the appearance of form (highlight, shadow, cast shadow) using charcoal.*

#### SUB LESSON: Organic Cloth Study

In this lesson, SWBAT render an organic object (cloth) from life. Using charcoal and table lamps to amplify contrast, students will employ the elements of art (*specifically: value, texture, shape, space*) to promote realistic organic observational drawing qualities.

**Art Lab 2:** *Students will draw a high contrast organic cloth still-life using charcoal.*

#### SUB LESSON: T-Shirt Rendering

In this lesson, SWBAT render a white t-shirt still life using the medium of charcoal. Students will choose a seat of their liking to draw the t-shirt that they see from the angle they have chosen to view. Students are required to fit all (or most) of the t-shirt into the compositional picture plane. All details, values, and textures are to be fully expressed in the completed drawing.

**Project 1:** *Students will draw and render a white t-shirt using charcoal.*

#### SUB LESSON: Hand Study

In this lesson, SWBAT use their own hand a model for creating a hand drawing study. Using a hand position of importance and significance, students will cultivate and brainstorm thumbnail sketches and rough drafts for their unit project. Throughout this process, students will photograph themselves in a foreshortened position and mood of their choice. Students will then create a graphite rendering of their photograph using a grid-drawing method of creation.

**Art Lab 2:** *Students will create two (2) thumbnail sketches of their hand using graphite pencil shading. Students will be able to choose the best rendering for their project.*

**Project 2:** *Students will create a high contrast intense drawing of their hand. The hand should be drawing to scale (or slightly larger), with a focus on value and detail.*



# PAHS ART II HONORS

## UNIT ASSESSMENTS

### Homework (20%)

- sketchbook homework prompts #8-10

### Teacher Summative (30%)

- art labs (2)
- sketchbook checks (bi-monthly)
- daily questions
- learning to look drawing assignments
- class notes
- thumbnail sketches, rough drafts

### Common Summative (50%)

- Projects (2)
- Marking Period Sketchbook Check

**Key Vocabulary & Concepts:** charcoal; knead eraser; contrasting values; highlight, shadow, cast shadow; still-life observational rendering; composition, elements of art (line, value, texture, shape, space); principles of design (contrast, unity) **famous artist: ???????**

**Essential Question:** Explain the important of “flow” in the art studio? How can you cultivate an environment of flow and creativity that promotes your achievement and well-being? Why is it important for artists to take care of themselves (physically and emotionally) in order to create intense, focused, and successful artwork?

### Objectives:

1. SWBAT become introduced to the many techniques of charcoal drawing. Tools include: black charcoal sticks, vine charcoal, charcoal pencil, knead eraser, eraser stick pen; white charcoal pencil. Students will experiment with techniques on creating highlights and shadows with the art medium of charcoal. Using geometric shapes as an area for exploration, students will aim to achieve mastery of realism and the many shades of value (light, medium, and black) with charcoal.
2. SWBAT render an organic object (cloth) from life. Using charcoal and table lamps to amplify contrast, students will employ the elements of art (*specifically: value, texture, shape, space*) to promote realistic organic observational drawing qualities.
3. SWBAT render a white t-shirt still life using the medium of charcoal. Students will choose a seat of their liking to draw the t-shirt that they see from the angle they have chosen to view. Students are required to fit all (or most) of the t-shirt into the compositional picture plane. All details, values, and textures are to be fully expressed in the completed drawing.
4. SWBAT use their own hand a model for creating a hand drawing study. Using a hand position of importance and significance, students will cultivate and brainstorm thumbnail sketches and rough drafts for their unit project. Throughout this process, students will photograph themselves in a foreshortened position and mood of their choice. Students will then create a graphite rendering of their photograph using a grid-drawing method of creation.

(Teaching Strategies/Assignments/Graphic Organizers/Activating Strategy)

## INSTRUCTION OUTLINE

### UNIT: CHARCOAL

#### Week 14-19

➤ PPT and Discussion slides: #.....

- **Highlights vs. Shadows**

- ✚ Art Lab 1: Students will create highlights and shadows inside 4 geometric shapes to create the appearance of form (highlight, shadow, cast shadow) using charcoal.

- **Organic Cloth Study**

- ✚ Art Lab 2: Students will draw a high contrast organic cloth still-life using charcoal.

- **T-Shirt Rendering**

- ✚ Project 1: Students will draw and render a white t-shirt using charcoal.

- **Hand Study**

- ✚ Art Lab: Students will create two (2) thumbnail sketches of their hand using graphite pencil shading. Students will be able to choose the best rendering for their project.

- ✚ Project 2: Students will create a high contrast intense drawing of their hand. The hand should be drawing to scale (or slightly larger), with a focus on value and detail.

### Summarization Strategy:

- Students participate in class gallery walk & presentation: Homework Assignments
- Informal individual student/teacher conferences based on classwork project progress
- Students participate in peer class critique: Art Labs and Projects (5 total)