

PAHS DRAWING & PAINTING

Drawing & Painting Scope & Sequence

Graphite & Charcoal

- Elements of Art
- Realistic Art
- Observational Graphite Drawing
- Grid Drawing 101
- Personal Charcoal Still Life



Watercolor & Ink Food Tryptic

- Organic Shape & Space
- Introduction to Watercolor
- Watercolor Color Wheel
- Ink Texture & Detail
- Food Tryptic

Mono-Chromatic Self-Portrait

- Introduction to Portraiture
- Facial Isolations
- Portrait Photography
- Facial Grid Drawing
- Introduction to Acrylic Painting

UNIT: Graphite & Charcoal

In this unit we focus on the Elements of Art (*line, color, form, shape, space, texture, value*) and how they interact with each other to create art. These are the building blocks of art production, and without them art is nonexistent. Students in Drawing & Painting will explore the media of graphite and charcoal as well as how it relates in expressing the 7 Elements of Art.

SUB LESSON: Elements of Art

In this lesson, SWBAT become introduced to the elements of art. Students will create examples of each of the following: (*line, color, form, shape, space, texture, value*) as they become more aware of how to use and manipulate them into a work of art.

Art Lab 1: *Students will take notes in their sketchbooks dedicated to each of the 7 elements of art. Students are encouraged to draw, illustrate, and label their class notes.*

SUB LESSON: Realistic Art

In this lesson, SWBAT experiment with the drawing techniques of creating a realistic work of art. The focus will be on the elements of Shape, Line, and Value. Students will begin to make visual relationships between the element of space and the composition of their artistic picture plane.

Art Lab 2: *Students will practice drawing 6 shapes and fill them in with value from one common light source.*

SUB LESSON: Observational Graphite Drawing

In this lesson, SWBAT learn how to draw and shade realistic objects, as they interact and stand next to each other. Using a small class still life of 3 objects, student will render the objects and add value using learned graphite drawing techniques (blending, value, highlight, shadow). Students will creatively address the background and foreground to create a cohesive composition of positive and negative space.

Project 1: *Students will draw from life as they create a realistic still-life graphite rendering of three 3-D objects.*

SUB LESSON: Grid Drawing 101

In this lesson, SWBAT personally cater their next project to meet their personal interests and needs. Students will be asked to create a home still-life of personal items and belongings. Students will print the picture in black and white to review in class. Students will then learn how to create a grid drawing exercise that transfers and enlarges their image onto large drawing paper. Each student must represent at least 3 different items in their still life with overlapping shapes, oversized shapes, and shapes traveling off of the picture plane. Composition is emphasized in this lesson as students cultivate a balanced and dynamic still-life of their own fruition.

Art Lab 3: *Students will create a grid drawing from a personal still-life picture inspired by their own items and belongings. This rendering will be considered the student artist's rough draft.*

SUB LESSON: Personal Charcoal Still-Life

In this lesson, SWBAT use their own creativity and design to create a personal charcoal still-life project. Students will be guided through an interactive demonstration on charcoal drawing techniques and tools, including charcoal sticks, charcoal pencils, white charcoal, blender sticks, and knead erasers. Each student will creatively peruse and develop their personal charcoal still-life.

Art Lab 4: *Students will practice with charcoal through the use of "mark-making" into their sketchbooks (tint, shade, cast shadow, light source, value)*

Project 2: *Students will create a large scale personal charcoal still -life project using learned charcoal techniques, inspired by their own meaningful items from home.*

PAHS DRAWING & PAINTING

UNIT ASSESSMENTS

Homework (20%)

- As needed based on student need as an extension of in-class assignments

Teacher Summative (30%)

- art labs (4)
- 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: elements of art (specifically: line, value, texture, shape, space), realistic art, still-life drawing, composition, overlapping, rough draft, observational drawing, graphite, highlight, shadow, charcoal, knead eraser, famous contemporary artist Audrey Flack (1931- present)

Essential Question: Why is the creation of art important? What is meaningful about our personal items? Why do artists celebrate realistic items throughout their careers? What qualifies as a work of art? How do artists work and maintain quality inspiration? How can the Elements of Art (specifically; Line, Shape, and Value) become expressive and transform art into meaningful symbolic information?

Objectives:

1. SWBAT become introduced to the elements of art. Students will create examples of each of the following: (line, color, form, shape, space, texture, value) as they become more aware of how to use and manipulate them into a work of art.
2. SWBAT experiment with the drawing techniques of creating a realistic work of art. The focus will be on the elements of Shape, Line, and Value. Students will begin to make visual relationships between the element of space and the composition of their artistic picture plane.
3. SWBAT learn how to draw and shade realistic objects, as they interact and stand next to each other. Using a small class still life of 3 objects, student will render the objects and add value using learned graphite drawing techniques (blending, value, highlight, shadow). Students will creatively address the background and foreground to create a cohesive composition of positive and negative space.
4. SWBAT personally cater their next project to meet their personal interests and needs. Students will be asked to create a home still-life of personal items and belongings. Students will print the picture in black and white to review in class. Students will then learn how to create a grid drawing exercise that transfers and enlarges their image onto large drawing paper. Each student must represent at least 3 different items in their still life with overlapping shapes, oversized shapes, and shapes traveling off of the picture plane. Composition is emphasized in this lesson as students cultivate a balanced and dynamic still-life of their own fruition.
5. SWBAT use their own creativity and design to create a personal charcoal still-life project. Students will be guided through an interactive demonstration on charcoal drawing techniques and tools, including charcoal sticks, charcoal pencils, white charcoal, blender sticks, and knead erasers. Each student will creatively peruse and develop their personal charcoal still-life.

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

INSTRUCTION OUTLINE

UNIT: GRAPHITE & CHARCOAL STILL-LIFE

Week 3-12

- **PPT** and **Discussion** slides
 - **Elements of Art**
 - ✚ **Art Lab 1:** *Students will take notes in their sketchbooks dedicated to each of the 7 elements of art. Students are encouraged to draw, illustrate, and label their class notes.*
 - **Realistic Art**
 - ✚ **Art Lab 2:** *Students will practice drawing 6 shapes and fill them in with value from one common light source.*
 - **Observational Graphite Drawing**
 - ✚ **Project 1:** *Students will draw from life as they create a realistic still-life graphite rendering of three 3-D objects.*
 - **Grid Drawing 101**
 - ✚ **Art Lab 3:** *Students will create a grid drawing from a personal still-life picture inspired by their own items and belongings. This rendering will be considered the student artist's rough draft.*
 - **Personal Charcoal Still Life**
 - ✚ **Art Lab 4:** *Student will practice with charcoal through the use of "mark-making" into their sketchbooks (tint, shade, cast shadow, light source, value)*
 - ✚ **Project 2:** *Students will create a large scale personal charcoal still -life project using learned charcoal techniques, inspired by their own meaningful items from home.*

Summarization Strategy:

- Informal individual student/teacher conferences based on classwork project progress
- Students participate in peer class critique: Art Labs and Projects (6 total)

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- Organic Shape & Space
- Introduction to Watercolor
- Watercolor Color Wheel
- Ink Texture & Detail
- Food Triptych

Mono- Chromatic Self-Portrait

- Introduction to Portraiture
- Facial Isolations
- Portrait Photography
- Facial Grid Drawing
- Introduction to Acrylic Painting



UNIT: Watercolor & Ink Food Triptych

In this unit we focus on the organic and unpredictable shape, texture, color, and value of food. Specially showcasing natural whole foods, we will explore the life and vitality that comes from eating a wide variety of fruits and vegetables. We will emphasize the massive role of nature in the lives of humans, and how present and past artists alike chose to use natural items as artistic subjects to show honor and respect for all that our natural world has given us.

SUB LESSON: Organic Shape & Space

In this lesson, SWBAT become introduced to the many sizes and shapes of organic food. We will explore and discuss the relationship between food, nature, and man. Students will practice sketching and drawing organic fruit and vegetables from 2-D and 3-D perspectives using graphite to emphasize: line, shape, space, value, and texture.

Art Lab 1: *Students will create 4 natural food thumbnail sketches to practice creating realistic organic shapes. Student will add the appropriate element of COLOR by using colored pencil blending and value techniques.*

SUB LESSON: Introduction to Watercolor

In this lesson, SWBAT experiment with the many techniques of watercolor painting. Students will watch and participate in an art demonstration that teaches: blending, value, overlapping, water layering, and splattering. Student will practice these techniques, along with set-up and clean-up skills that focuses especially on proper paint brush care.

Art Lab 2: *Students will practice watercolor techniques in their sketchbook.*

SUB LESSON: Watercolor Color Wheel

In this lesson, SWBAT learn about the color wheel as it is used in art and design. Students will focus on the order of primary, secondary, and tertiary colors, as well as complimentary, analogous, and clashing colors.

Art Lab 3: *Students will create their own watercolor color wheel. Using only the 3 primary watercolors, student will use the techniques of blending and the elements of value and color to create the desired colors: Red, Blue, Yellow, Orange, Green, Violet, Red-Violet, Red-Orange, Blue-Green, Blue-Violet, Yellow-Orange, Yellow-Green.*

SUB LESSON: Ink Texture & Detail

In this lesson, SWBAT learn how to mix different painting media (watercolor and ink) to create a clear cohesive art piece. Students will participate in a pen and ink art demonstration where they will learn the techniques and textures of using pen and ink as an art medium. The medium of ink can show depth and value even though pressure is not applied to the tool (as it is in graphite and colored pencil). Student will practice layering these techniques onto their watercolor painting practice.

Art Lab 4: *Students will create 4 line texture details in their sketchbook: hatching, cross-hatching, stippling, and texture of their choice (ex: circles).*

SUB LESSON: Food Triptych

In this lesson, SWBAT personally cater their project to meet their personal interests and needs. Students will be asked to complete a project proposal that invites them to think, brainstorm, and research for their desired whole food (fruit or vegetable) to use for their project. Students will be guided through a series of studio and art demonstrations as they create 3 panels for each: rough draft sketches & final draft paintings. Students will be asked that their image is large, realistic, and true in detail and texture. No two panels of the triptych can look alike, and therefore the three points of view (bird's eye view, plain eye view, and worm's eye view) will be emphasized.

Project 1: *Students will create a watercolor & ink food triptych painting.*

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UNIT ASSESSMENTS

Homework (20%)

- As needed based on student need as an extension of in-class assignments

Teacher Summative (30%)

- art labs (4)
- sketchbook checks (bi-monthly)
- daily questions
- learning to look drawing assignments
- class notes
- thumbnail sketches, rough drafts

Common Summative (50%)

- Projects (1)
- Marking Period Sketchbook Check

Essential Question: What is an organic shape and what are they special? What is the connection between humans and our natural world? In what way to artists chose to respect and celebrate their connection to nature and food? How do you use food as a natural source of fuel for your body? In what way does the freedom of watercolor lend itself to the subject matter of our natural food triptych?

Objectives:

1. SWBAT become introduced to the many sizes and shapes of organic food. We will explore and discuss the relationship between food, nature, and man. Students will practice sketching and drawing organic fruit and vegetables from 2-D and 3-D perspectives using graphite to emphasize: line, shape, space, value, and texture.
2. SWBAT experiment with the many techniques of watercolor painting. Students will watch and participate in an art demonstration that teaches: blending, value, overlapping, water layering, and splattering. Student will practice these techniques, along with set-up and clean-up skills that focuses especially on proper paint brush care.
3. SWBAT learn about the color wheel as it is used in art and design. Students will focus on the order of primary, secondary, and tertiary colors, as well as complimentary, analogous, and clashing colors.
4. SWBAT learn how to mix different painting media (watercolor and ink) to create a clear cohesive art piece. Students will participate in a pen and ink art demonstration where they will learn the techniques and textures of using pen and ink as an art medium. The medium of ink can show depth and value even though pressure is not applied to the tool (as it is in graphite and colored pencil). Student will practice layering these techniques onto their watercolor painting practice.
5. SWBAT personally cater their project to meet their personal interests and needs. Students will be asked to complete a project proposal that invites them to think, brainstorm, and research for their desired whole food (fruit or vegetable) to use for their project. Students will be guided through a series of studio and art demonstrations as they create 3 panels for each: rough draft sketches & final draft paintings. Students will be asked that their image is large, realistic, and true in detail and texture. No two panels of the triptych can look alike, and therefore the three points of view (bird's eye view, plain eye view, and worm's eye view) will be emphasized.

Key Vocabulary & Concepts: organic shape, texture, color, watercolor (blending, value, splattering, water-layering, overlapping, etc.) brush sizes, realistic art, expressionism, organic natural food, still-life observational drawing, composition, color wheel (primary, secondary, and tertiary, complimentary, analogous, and clashing colors); color mixing (*Red, Blue, Yellow, Orange, Green, Violet, Red-Violet, Red-Orange, Blue-Green, Blue-Violet, Yellow-Orange, Yellow-Green*), rough draft, final draft; Famous Artists Norman Rockwell (1894- 1978), Wayne Theibaud (1920- present)

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

INSTRUCTION OUTLINE

UNIT: WATERCOLOR INK FOOD TRYPTIC

Week 13-20

- **PPT** and **Discussion** slides
 - **Organic Shape & Space**
 - ✚ **Art Lab 1:** *Students will create 4 natural food thumbnail sketches to practice creating realistic organic shapes. Student will add the appropriate element of COLOR by using colored pencil blending and value techniques.*
 - **Introduction to Watercolor**
 - ✚ **Art Lab 2:** *Students will practice 5-6 watercolor techniques in their sketchbook.*
 - **Watercolor Color Wheel**
 - ✚ **Art Lab 3:** *Students will create their own watercolor color wheel. Using only the 3 primary watercolors, student will use the techniques of blending and the elements of value and color to create the desired colors: Red, Blue, Yellow, Orange, Green, Violet, Red-Violet, Red-Orange, Blue-Green, Blue-Violet, Yellow-Orange, Yellow-Green.*
 - ✚ **Art Lab 4:** *When complete, students will re-draw an organic whole food of their choice and paint drawing 6 shapes and fill them in with value from one common light source.*
 - **Ink Texture & Detail**
 - ✚ **Art Lab 5:** *Students will create 4 line texture details in their sketchbook: hatching, cross-hatching, stippling, and texture of their choice (ex: circles).*
 - **Food Triptych**
 - ✚ **Project 1:** *Students will create a watercolor & ink food triptych painting.*

Summarization Strategy:

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

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Mono- Chromatic Self-Portrait

- Introduction to Portraiture
 - Facial Isolations
 - Portrait Photography
 - Facial Grid Drawing
 - Introduction to Acrylic Painting
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UNIT: Monochromatic Self-Portrait

In this unit we focus on the art of portraiture. Creating artwork inspired by human face or form is personally and emotionally challenging to most artists. However, reproducing the human form: glorified, deconstructed, or replicated, is one of the most respected art subjects there is. Emphasis will be placed on capturing a meaningful portrait and using monochromatic acrylic painting techniques to create a high contrast self-portrait painting.

SUB LESSON: Introduction to Portraiture

In this lesson, SWBAT become introduced to the historical investigation of portraiture throughout history. Artists are known to show the human face and form in 3 major ways: glorified, deconstructed, or replicated. Students will investigate and learn about the importance of portraiture and how it relates to the “selfie” culture we now live in.

Art Lab 1: *Class notes in sketchbook and group discussion.*

SUB LESSON: Facial Isolations

In this lesson, SWBAT experiment with their ability to draw the four facial isolations: eye, nose, ear, and mouth. Similar to our *Learning to Look* drawing assignments, students will learn to use their observational drawing skills to create a graphite value drawing of the four isolations.

Art Lab 2: *Students will draw the 4 isolations in their sketchbook: eye, nose, ear, mouth.*

Project 1: *Students will use a tabletop mirror to create detailed and personalized facial isolations using graphite and white drawing paper (4”x 4”). Final project will be displayed in a grid square mounted on black bristol paper.*

SUB LESSON: Portrait Photography

In this lesson, SWBAT take their own portrait or ask a friend to assist. Students will be required to give thought to their picture, relating to their mood, feelings, facial expression, or added props. Portraits must be a close up image of the student’s face only. Students will email the photograph to themselves, and work constructively on WORD to add high contrast to the image. The image must have only four distinct ranges of value: white, light grey, dark grey, and black. Students can also crop and edit their image accordingly.

Art Lab 3: *Students will submit a photograph portrait of their choosing in black and white high contrast, measuring exactly 8.5” x 11”.*

SUB LESSON: Introduction to Acrylic Painting

In this lesson, SWBAT learn how to create art with acrylic painting medium. Once rough drafts and final drafts of their photograph transferred enlargement is complete, students will watch and participate in an acrylic painting demonstration: set-up, mixing tint (white) and shade (black), monochromatic painting, and clean-up. Students will choose one color to use for their projects, as well as learn how to store and share desired paint colors.

Project 2: *Students will create a monochromatic acrylic self-portrait painting.*

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UNIT ASSESSMENTS

Homework (20%)

- As needed based on student need as an extension of in-class assignments

Teacher Summative (30%)

- art labs (6)
- sketchbook checks (bi-monthly)
- daily questions
- learning to look drawing assignments
- class notes
- thumbnail sketches, rough drafts

Common Summative (50%)

- Projects (1)
- Marking Period Sketchbook Check

Key Vocabulary & Concepts: portrait, self-portrait, grid drawing, life-drawing, elements of art (line, value, shape, space, texture, color), monochromatic color, tint, shade, acrylic painting, realistic art, photography, composition, rough draft, final draft, **famous artist: ???????**

Essential Question: What is the difference in meaning between a self-portrait and a portrait? How can artists have the power to show truth and exaggerations that ultimately change historical outcome? What personal liberations or challengers arise while creating a self-portrait? How can monochromatic art help limit the color palette that assists the artist decision making process?

Objectives:

1. SWBAT become introduced to the historical investigation of portraiture throughout history. Artists are known to show the human face and form in 3 major ways: glorified, deconstructed, or replicated. Students will investigate and learn about the importance of portraiture and how it relates to the “selfie” culture we now live in.
2. SWBAT experiment with their ability to draw the four facial isolations: eye, nose, ear, and mouth. Similar to our *Learning to Look* drawing assignments, students will learn to use their observational drawing skills to create a graphite value drawing of the four isolations.
3. SWBAT take their own portrait or ask a friend to assist. Students will be required to give thought to their picture, relating to their mood, feelings, facial expression, or added props. Portraits must be a close up image of the student’s face only. Students will email the photograph to themselves, and work constructively on WORD to add high contrast to the image. The image must have only four distinct ranges of value: white, light grey, dark grey, and black. Students can also crop and edit their image accordingly.
4. SWBAT learn how to create art with acrylic painting medium. Once rough drafts and final drafts of their photograph transferred enlargement is complete, students will watch and participate in an acrylic painting demonstration: set-up, mixing tint (white) and shade (black), monochromatic painting, and clean-up. Students will choose one color to use for their projects, as well as learn how to store and share desired paint colors.

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

INSTRUCTION OUTLINE

UNIT: MONOCHROMATIC SELF-PORTRAIT

Week 21-30

- PPT and Discussion slides: #.....
- **Introduction to Portraiture**
 - 🎨 Art Lab 1: Class notes in sketchbook and group discussion.
- **Facial Isolations**
 - 🎨 Art Lab 2: Students will draw the 4 isolations in their sketchbook: eye, nose, ear, mouth.
 - 🎨 Project 1: Students will use a tabletop mirror to create detailed and personalized facial isolations using graphite and white drawing paper (4" x 4"). Final project will be displayed in a grid square mounted on black bristol paper.
- **Portrait Photography**
 - 🎨 Art Lab 3: Students will submit a photograph portrait of their choosing in black and white high contrast, measuring exactly 8.5" x 11".
- **Introduction to Acrylic Painting**
 - 🎨 Project 2: Students will create a monochromatic acrylic self-portrait painting.

Summarization Strategy:

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